

GRAMMAR

BOOK TWO



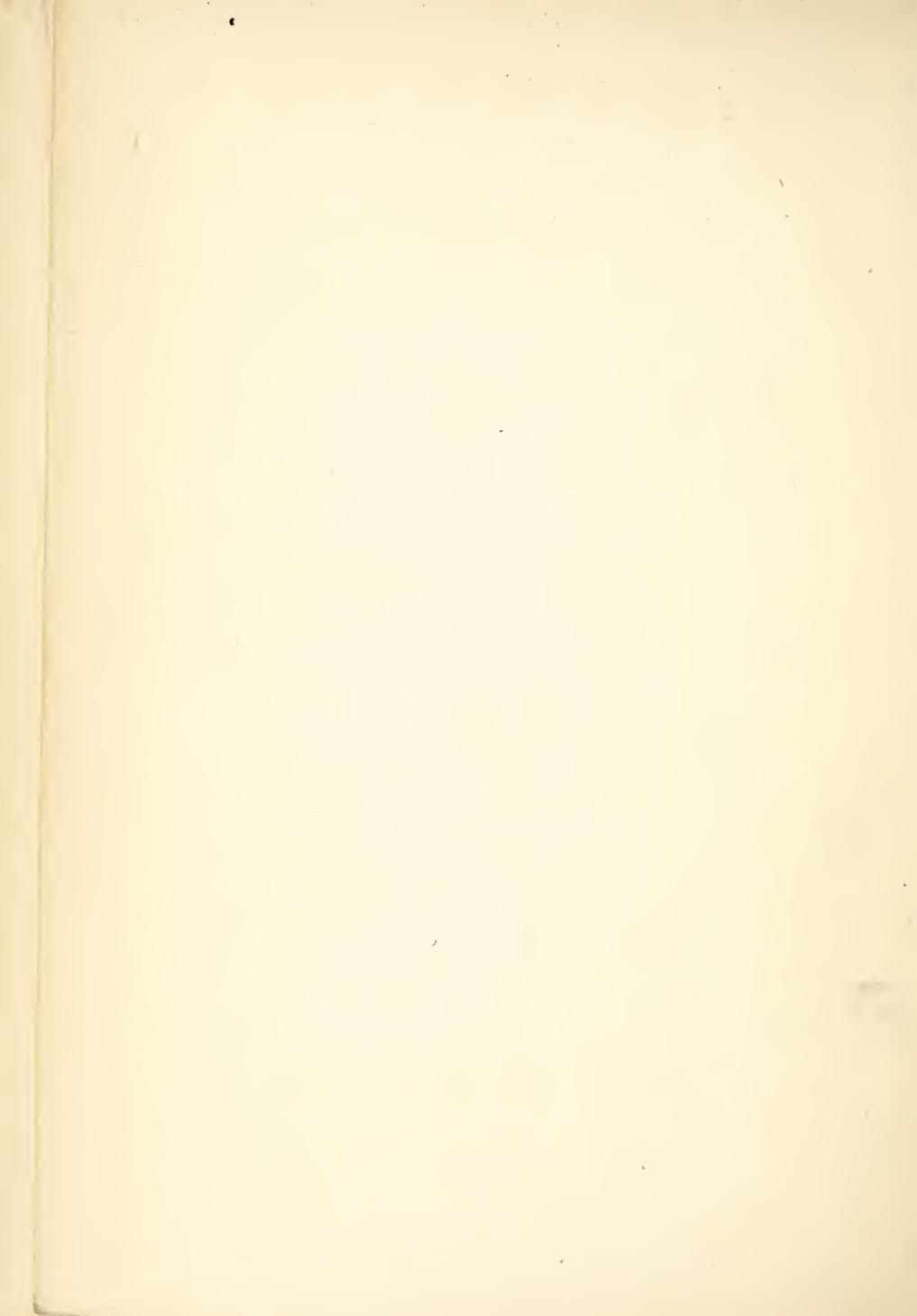
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GRAMMAR

BOOK TWO

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PREFACE

This grammar, of which the present volume is the second in a series of four, is a practical working text-book for pupils of elementary-school grade. It provides a wealth of exercises arranged in logical sequence such as to make the mastery of grammar comparatively easy and the demands on the teacher relatively light. The inductive method is inherent; both teacher and pupil are forced to this form of reasoning by the method of presentation and the very nature and order of the exercises.

The inductive method takes the form of asking the pupil to *observe* a number of particular instances illustrating the topic, to *note* the generalization based on these instances, and to *apply* the generalization to exercises, an example of which is given when deemed advisable.

It is assumed that the teacher knows how to teach, how to present new matter, how to review and to drill, and how to teach pupils to study. Her chief need is a liberal supply of material. In this series exercises are given in profusion, and the space on the page is used to the maximum consistent with artistic typography. No teacher, however, should be appalled by the quantity of material offered. She may not use it all, but it is here if she wants it. A striking feature is that most of it lends itself readily for use in the study period, group work, and homework.

Definitions and rules are given in matters essential only. These may be memorized as the work proceeds; for the convenience of the student they are collated at the end of the volume. Rigid classification is avoided designedly and for two reasons: first, students of elementary-school age do not seize the finer grammatical distinctions—the elementary school is no place for discriminations about which the masters quarrel; second, children enter into the

grammatical spirit only by the concrete use of the properly selected sentence copiously illustrated. The technical names of the parts of speech, etc., are frankly used as soon as the need arises; the pupil is not "babied," so to speak, by calling a *noun* a *name word*.

It is assumed that pupils have studied certain elements of composition that are anticipatory of grammar study—simple rules of punctuation, capitalization, and spelling. These rules are reviewed by way of preparation for the presentation of more advanced rules.

It is felt that pupils profit by setting forth in formal order their analysis of a sentence. Hence the form of *verbal analysis* is frequently given. Graphic presentation makes a special appeal, and hence the verbal analysis is supplemented by forms of *graphic analysis*, a term which is regarded as more desirable than the traditional *diagramming*. While graphic analysis is not the end of grammar study, its inherent interest makes it a valuable accessory. The system here used—an original device—is simple and its rationale so obvious that the structure of the sentence appears at a glance. The distinction between entire subject and entire predicate seen in the simplest sentence is maintained even in the most complex; the lines are either vertical or horizontal, light or heavy, dotted or full; every word is written in the familiar direction and is frequently parsed by its very position in the graph.

The topics in *Interpretation and Appreciation* are introduced to suggest the correct method of approach. It is hoped that the ideas will be carried into similar studies during the reading period.

Grateful acknowledgment is made to the Houghton Mifflin Company for the use of the extract from "The Pygmies" of Nathaniel Hawthorne.

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TO THE TEACHER

1. Please read the PREFACE to this book.
2. Please note the following arrangement of this book:
 - a. The material is divided into **Topics**, by number.
 - b. The usual arrangement of the material under each topic is:
 1. The word **Observe** followed by instances (lettered *a*, *b*, *c*, etc.) illustrating the point of the topic.
 2. The word **Note** calling attention to the point.
 3. A **RULE** or **DEFINITION** if one has been developed.
 4. Exercises, numbered consecutively throughout the topic, but grouped under A, B, C, etc. Unless otherwise specified, the directions to pupils apply to the exercises that immediately follow.
 5. An **Example**, illustrating the exercise, if one is needed.
 6. An illustration of VERBAL (oral or written) ANALYSIS, when needed.
 7. An illustration of GRAPHIC ANALYSIS, when needed.
 8. **SUPPLEMENTARY** exercises which may be used in a variety of ways:
 - a. When a class is working through the regular exercises there will ordinarily be a number of pupils who proceed faster than the average; when they finish the regular exercises they may continue to the **SUPPLEMENTARY** and work as many of these as possible while the rest of the class is finishing the regular work.
 - b. At the opening or close of a lesson the teacher will probably have a rapid review of some preceding lesson. This may be expedited by using the Supplementary material given in connection with the topic to be reviewed.
 - c. For a review extending over a number of topics the class can be taken rapidly over the Supplementary material for each; e.g., "take the first four exercises in each group," or "the odd-numbered exercises," or "the last three exercises."
3. Please note that preceding each topic there is often a number in parenthesis. This refers to the page on which the topic was last treated. The number in parenthesis following the topic indicates the page on which the topic is next treated.

GRAMMAR

BOOK TWO

Topic 1. THE VERB: Action and Being. (5)

Observe:

- a. *Frank looked out.*
- b. *Frank looked sick.*

Note that the word *looked* in each sentence is a verb. You have learned that the verb is the one word in the entire predicate that cannot be omitted without destroying the sentence. (*Verb* is from *verbum*, a Latin word which means *word*; the Latin people considered the verb the word in a sentence.)

Note that the word *looked* in *a* shows the subject *Frank* as acting; it is an *action* verb.

Note that the word *looked* in *b* shows the subject *Frank* as *seeming* or *being*. It is not that Frank did something—i.e., *looked*; but that he appeared to be sick to those who looked at him. Hence, *looked* is here a *being* verb.

In any sentence the verb shows either action or being.

DEFINITION: A word is a verb when it is used to show action or being.

A. Name the verb and tell which it is—action or being verb:

1. Bert annoys me.	7. A big crowd was there.
2. Bert is impatient.	8. The stars twinkle.
3. Roy won the race.	9. They seem small.
4. They travel very fast.	10. They were evidently happy.
5. They appear stationary.	11. Carl appeared at the door.
6. The crowd cheered heartily.	12. Carl appeared ill at ease.

B. Replace the dash with an action verb:

13. Fast steamers — around the earth in three months.
14. Freight-trains — produce to the markets.
15. Chicago — much meat to England and France.
16. Cortez — Mexico and — it a Spanish possession.
17. In 1888 Nansen — Greenland on snow-shoes.
18. His diary showed that he almost — the North Pole.
19. The porcelain factories at Greenpoint — chinaware.
20. Blubber, a fatty substance, — the whale afloat.
21. The wild beast — its prey from afar.
22. On her maiden trip the *Titanic* — an iceberg and —.

C. Replace the dash with a being verb:

23. Rain — necessary to the growth of plants.
24. Philadelphia — next to Chicago in size and population.
25. The tiny mustard-seed — a large tree.
26. The ermine weasel — white in winter.
27. The tip of the ermine's tail always — black.
28. New York city — first among the largest cities.
29. Eskimos — the smallest people of the Mongolian race.
30. At a distance, things — much smaller than they really —.
31. Tainted meat — rancid and — sour.
32. Ice — heavier than water, but in reality it — lighter.

D. Tell which the underscored is—a being verb or an action verb:

"News-publishing is an American idea. It began a little over a hundred years ago. There were many news mongers at the time. These would carry the gossip but only as far as they themselves could travel. The almanac conveyed considerable gossip as well as information. In due time the almanac led to the newspaper. Topliff founded a news room in Boston. Here he sold market reports and shipping

news. Blake in his rowboat prowled about Boston harbor for news. He intercepted incoming European packets for this purpose. He peddled his news to them in return. Topliff and Blake became famous. D. F. Craig was their immediate successor. He met the Cunard boats regularly out in the Bay. There he received a budget of news. This news he would send by carrier pigeons to his Boston office."

VERBAL ANALYSIS

E. Analyze verbally:

Example:

Every man has rights and duties.

- I. *Every man has rights and duties.*
- II. Declarative sentence.
- III. Entire subject: *Every man.*
- IV. Entire predicate: *has rights and duties.*
- V. Subject word: *man.*
- VI. Predicate verb: *has.*
- VII. Object words: *rights; duties.*
- VIII. Subject word modified by: *Every.*
- IX. Predicate verb unmodified.
- X. Object words unmodified; connected by *and.*

(You have learned that an action verb may take an object; that a being verb cannot take an object, but may take a predicate nominative or a predicate adjective.)

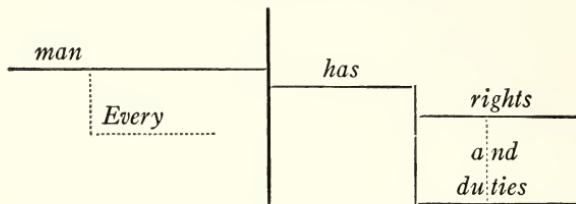
33. Erie signifies <i>wild cat.</i>	40. The burgesses were representatives of the people.
34. It is an Indian word.	41. This colony soon learned self-government.
35. Washington chose Jay.	42. Self-government seemed natural.
36. Jay became Chief Justice.	43. Every one enjoyed himself.
37. Smith settled Jamestown.	44. Everybody appeared satisfied.
38. That was the earliest English settlement.	
39. Virginia established the House of Burgesses.	

GRAPHIC ANALYSIS

F. Analyze graphically the sentences in Exercise E.

Example:

Every man has rights and duties.



SUPPLEMENTARY

G. Name the verb and tell which it is—a being verb or an action verb:

45. Theodore Roosevelt was governor and president.
46. The Brazilians cultivate rubber, coffee, and cacao.
47. Beans, rice, and dried beef are their staple foods.
48. The Chinese coal-mines seem inexhaustible.
49. We mine and export coal and iron.
50. Attend school more regularly and more punctually.
51. Has your father seen your report card?
52. Is your sick cousin any better to-day?
53. The Northern Lights illuminated the whole sky.
54. The beautiful marigold is an aster-plant.
55. After this little trouble we became the best friends.
56. Shun untruthful people, at any cost.
57. We immediately administered first aid.
58. Exercise your memory frequently.
59. Why are you so nervous this morning?

(I) Topic 2. THE VERB: Three Forms. (6)

Observe:

- a. *The children drink cocoa.*
- b. *The children are drinking cocoa.*
- c. *The children drank cocoa.*
- d. *The children were drinking cocoa.*
- e. *The children have drunk cocoa.*

Note that sentences *a* and *b* tell of something the children are doing now, this instant, this day, etc.; the action is going on now and the time is going on now.

Note that sentences *c* and *d* tell of something the children did yesterday, last week, etc.; the action is finished, the time is fully past.

Note that sentence *e* tells what the children have done to-day, this week, this month, etc.; the action is finished, the time is not yet fully past.

A. Construct sentences beginning:**Example:**

I ring	I rang	I have rung
--------	--------	-------------

I ring the bell every morning.

I rang the bells last evening.

I have rung the bell every day.

1. I begin	I began	I have begun
2. I bite	I bit	I have bitten
3. I bring	I brought	I have brought
4. You hurt	You hurt	You have hurt
5. You take	You took	You have taken
6. You wear	You wore	You have worn
7. He does	He did	He has done
8. She draws	She drew	She has drawn
9. It tears	It tore	It has torn

10. We come	We came	We have come
11. We sit	We sat	We have sat
12. We grow	We grew	We have grown
13. They lie	They lay	They have lain
14. They lay	They laid	They have laid
15. They lie	They lied	They have lied
16. He laughs	He laughed	He has laughed
17. It chews	It chewed	It has chewed
18. You cough	You coughed	You have coughed
19. I breathe	I breathed	I have breathed
20. She cooks	She cooked	She has cooked
21. It lights	It lighted	It has lighted
22. He drowns	He drowned	He has drowned
23. It blows	It blew	It has blown
24. We slide	We slid	We have slid

(5) Topic 3. THE VERB: *Lie* and *Lay*. (123)

Observe:

- a. *The patient was obliged to lie down.*
- b. *The patient lay in a private room.*
- c. *The patient has lain there now two weeks.*
- d. *I was obliged to lay the parcel on my lap.*
- e. *I very willingly laid it on my lap.*
- f. *I could not have laid it in a safer place.*

Note that *lie* means *to rest*; *lay* means *to place*.

A. Replace the dash with the proper form of *lie* or *lay*:

1. To float you must ____ on your back.
2. The Coast Range ____ westward of the Rockies.
3. The sword of the foe ____ peacefully beside him.
4. We ____ out our garden earlier in the spring.
5. After it is properly ____ out we shall plant.

6. It is well known that hens do not ____ down.
7. A good hen ____ every day for a whole season.
8. Some eggs ____ in storage months before they are used.
9. Newly ____ eggs are absolutely fresh.
10. These eggs ____ in storage six weeks, to my knowledge.
11. It is reported that miles of coal-beds ____ idle in China.
12. The little pup ____ on the couch fast asleep.
13. Cats occasionally ____ with face turned up.
14. The dog makes a revolution before he ____ down.
15. Horses will not ____ down where there is filth.
16. If your clothing catches fire, ____ down and roll about quickly.
17. The nurse ____ the sick infant on the bed and ____ down beside it.
18. We ____ in our bunks until the signal from the watch aroused us.
19. There were so many spells of earthquakes that we hesitated to ____ down.
20. Throughout the summer hundreds of children ____ on the beach basking in the warm sun.
21. Jennie, ____ still and you will hear the cricket.
22. The ice ____ on the roof fully two months.
23. Poor Ted was ____ to rest by his sorrowing friends.
24. Many hamlets ____ at the foot of the Valdai Hills.

B. Replace the dash with the proper form of the verb given in parenthesis:

(begin)

25. Spring always ____ in March.
26. Some time in March, too, the spring rains ____.
27. The equinoctial rains ____ last week.
28. So, then, spring has really ____.

(break)

29. Pay for the window you have ____.
30. Just a little while ago the players ____ another one.
31. They must expect to be punished when they ____ the rules.

(bring)

32. Have you _____ your football to-day?
 33. No, I _____ it yesterday, and burst it.
 34. We say, "April showers _____ May flowers."

(do)

35. Paul and Harry _____ their homework together.
 36. They have _____ this for some time.
 37. It is fortunate that they _____; for Harry _____ not seem to grasp the work.

(eat)

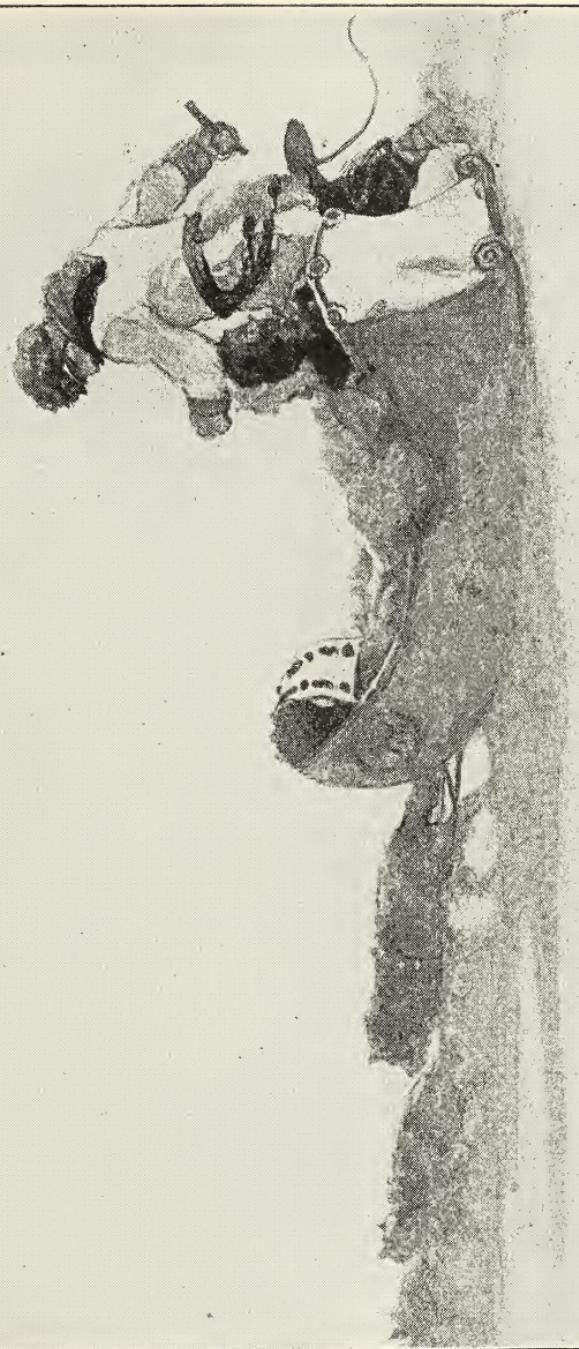
38. What kind of food should be _____ for supper?
 39. That fishermen _____ much fish, is easily accounted for.
 40. Among lower animals big ones frequently _____ smaller ones.
 41. It has been said that the Romans _____ to excess at every meal.

C. Name the subject word of each underscored verb.

(See picture on opposite page.)

The Finns chafed under the tyranny of the Russian government. The Governor-General at Helsingfors was particularly unpopular. There was trouble among the student body at the Finnish University, and Elfkarl, a Swedish tutor, was suspected of being entangled in the disturbance. Rather than face a Russian tribunal Elfkarl left Helsingfors in disguise by night, and with the aid of a sledge and four dogs fled towards Nystad. As railways were not operating during this season there was nothing suspicious in travelling by sledge.

To make his escape effective and the more secure, a fellow teacher, also a Swede, accompanied Elfkarl. In turn each drove while the other rested, impersonating a woman in the sledge. Except for these changes they made no stops in their flight. Five times they were attacked by howling wolves, but the fugitives kept them at bay with their deadly pistol shot. They reached the home of the Swedish Consul at Nystad about seven o'clock next morning and had travelled fully one hundred fifteen miles.



SUPPLEMENTARY

D. Replace the dash with the proper form of the italicized verb:

(*go*)

42. Laziness and misery — hand in hand.
 43. When my father — to work, I — to school.
 44. The climbers — to the top of the cliffs; they could not have — any higher.

(*grow*)

45. Evergreen-trees — much slower than deciduous trees.
 46. The poplar — in almost any kind of soil.
 47. Our Virginia creeper — so fast in three years, it completely covered the side of the house.

(*hurt*)

48. You say you are —; what — you?
 49. If you have — your neighbor's reputation you must repair the injury.
 50. Your silly pranks have not — your employer's feelings, but they will — your chances.

(*know*)

51. Both the cliff-dwellers and the mound-builders — something of the Supreme Being.
 52. They must have — of Him through the wonderful laws of nature.
 53. Even ignorant people — there must be a God.

(*freeze*)

54. Every drop of water in the valley —.
 55. The tips of my fingers, even my ears, were —.
 56. Alcohol — much sooner than mercury.

(*shake*)

57. The prophet Samson — the building to its foundations.
 58. The preacher departed, but not till he had — the dust of the town from his feet.
 59. Real friends — hands very cordially.

Topic 4. THE NOUN: Common and Proper. (12)

Observe:

- a. *This is my pupil.*
- b. *This is my pupil Frank.*
- c. *This is my book.*
- d. *This is my book "Treasure Island."*

Note that *pupil*, *Frank*, *book*, *Treasure Island* is each a noun. (*Noun* is from the Latin word *nomen*, which means *name*.)

Note that as *pupil* and *book* are general names common to a number of persons or things, they are *common nouns*.

Note that as *Frank* and *Treasure Island* are special names *proper* to a particular person or thing, they are *proper nouns*.

A noun is common when it is used as a general name.

A noun is proper when it is used as a special name.

A. Make a list of common names of:

1. things in your classroom	7. flowers
2. things in your kitchen	8. fruits
3. domestic animals	9. vegetables
4. wild animals	10. cereals
5. fish	11. minerals
6. insects	12. tools

B. Make a list of proper names of:

13. persons	19. continents	25. railroads
14. places	20. countries	26. capes
15. schools	21. nationalities	27. ships
16. churches	22. mountains	28. books
17. parks	23. rivers	29. poems
18. islands	24. canals	30. songs

Topic 5. WORD STUDY: Plural of the Noun. (59)

Review:

WORD RULE 1: A noun usually forms its plural by adding **s** to the singular.

WORD RULE 2: A noun ending in **s**, **x**, **z**, **sh**, or **ch** (soft) forms its plural by adding **es** to the singular.

WORD RULE 3: A noun ending in **y** preceded by a consonant forms its plural by changing the **y** to **i** and adding **es**.

WORD RULE 4: A noun ending in **f** or **fe** forms its plural by changing the ending into **v** and adding **es**.

WORD RULE 5: A noun ending in **o** preceded by a consonant forms its plural by adding **es**.

A. Spell the plural and quote the rule:

(When in doubt consult the dictionary.)

1. builder	16. danger	31. product	46. revolution
2. dyer	17. accident	32. patriot	47. possession
3. plumber	18. failure	33. republic	48. commissioner
4. crowd	19. attempt	34. colonist	49. thief
5. gas	20. fish	35. flash	50. isthmus
6. truss	21. Miss	36. caress	51. scratch
7. sash	22. brush	37. launch	52. mattress
8. pass	23. peach	38. clutch	53. mosquito
9. boy	24. trey	39. monkey	54. trolley
10. buoy	25. alloy	40. kidney	55. journey
11. quay	26. alley	41. turkey	56. chimney
12. tray	27. donkey	42. jockey	57. woman
13. fly	28. ally	43. candy	58. study
14. cry	29. pansy	44. daisy	59. colony
15. spy	30. reply	45. dairy	60. gallery

61. lady	70. trout	79. foot	88. buffalo
62. life	71. deer	80. salmon	89. torpedo
63. wolf	72. ferry	81. hose	90. mouse
64. leaf	73. wife	82. news	91. goose
65. hero	74. calf	83. diary	92. child
66. echo	75. loaf	84. half	93. tooth
67. negro	76. cargo	85. self	94. sheep
68. ox	77. motto	86. knife	95. gross
69. die	78. volcano	87. tornado	96. ferry

B. Write the singular:

(When in doubt consult the dictionary.)

97. ties	104. teeth	111. crosses	118. thieves
98. mice	105. wishes	112. dwarfs	119. mottoes
99. toes	106. means	113. armies	120. handfuls
100. chiefs	107. copies	114. quarries	121. compasses
101. taxes	108. pianos	115. Misses	122. libraries
102. glasses	109. cliffs	116. Messrs.	123. fishermen
103. women	110. shelves	117. valleys	124. Bostonians

C. Use the word *two* instead of the word *one*, and make other changes where necessary:**Example:**

One leaf of my book was missing.

Two leaves of my book were missing.

125. One battle is not a campaign.
 126. One swallow does not make a summer.
 127. One mouse was found in my beehive trap.

128. One *m* is as wide as three *i*'s.
129. One quart of cream equals two pints.
130. One man carries the lunch for the party.

131. One child sings for the whole school.
132. One reply answers all these letters.
133. One gross is one hundred forty-four units.

134. One knife sells for fifty cents.
135. One of the wishes is in your favor.
136. One mosquito has been buzzing here all evening.

137. One little toy was meant for William.
138. One loaf of bread now brings ten cents.
139. One buffalo usually leads the cattle march.

140. One mastiff has the strength of a pony.
141. One ox weighs twelve hundred pounds.
142. One die was left of that parchisi game.

143. One scratch destroys the value of a mirror.
144. One spy has been discovered so far.
145. One grotto shelters our little colony.

146. One isthmus connects the two mainlands.
147. One mattress is enough for this couch.
148. One trolley rolls along that copper wire.

149. One of its hoofs was injured by the fall.
150. One chief takes care of government affairs.
151. One journey to the North was all I desired.

152. One ream contains four hundred eighty sheets.
153. One lobby serves as a cloak-room for our class.
154. One army is not sufficient to meet such a force.

SUPPLEMENTARY

D. Write the plural:

(When in doubt consult the dictionary.)

155. eye	164. muff	173. aisle	182. valley
156. key	165. flamingo	174. berry	183. icicle
157. sky	166. patch	175. party	184. county
158. ski	167. banjo	176. spice	185. stanza
159. lie	168. chief	177. pouch	186. factory
160. fife	169. staff	178. reply	187. handful
161. gas	170. mastiff	179. comma	188. eyelash
162. lily	171. strife	180. sty	189. satchel
163. trench	172. dozen	181. penny	190. chairman

E. Write the singular:

(When in doubt consult the dictionary.)

191. gulfs	206. stays	221. gallows	236. geese
192. wives	207. gross	222. mulattoes	237. folios
193. scarfs	208. news	223. reindeer	238. torches
194. toughs	209. dice	224. statesmen	239. fishes
195. banjos	210. mice	225. aldermen	240. ponies
196. senses	211. oxen	226. stepchildren	241. adzes
197. wolves	212. foxes	227. floes	242. cuckoos
198. lasses	213. puffs	228. corpses	243. switches
199. spies	214. halves	229. flies	244. babies
200. pies	215. alleys	230. quantities	245. turkeys
201. solos	216. allies	231. armies	246. axes
202. echoes	217. colonies	232. peas	247. sparrows
203. trout	218. chimneys	233. lies	248. bakeries
204. swine	219. cashiers	234. lassos	249. cupfuls
205. staves	220. prairies	235. muscles	250. glassfuls

Topic 6. THE PRONOUN: Singular and Plural. (74)

Observe:

a. <u>I</u> <i>relish</i> <u>my</u> dinner.	<u>We</u> <i>relish</i> <u>our</u> dinner.
b. <u>He</u> <i>relishes</i> <u>his</u> dinner.	<u>They</u> <i>relish</i> <u>their</u> dinner.
c. <u>She</u> <i>relishes</i> <u>her</u> dinner.	<u>They</u> <i>relish</i> <u>their</u> dinner.
d. <u>It</u> <i>relishes</i> <u>its</u> dinner.	<u>They</u> <i>relish</i> <u>their</u> dinner.
e. <u>You</u> <i>relish</i> <u>your</u> dinner.	<u>You</u> <i>relish</i> <u>your</u> dinner.

Note that the underscored words are pronouns.

Note that the plural of *I* is *we*; that the plural of *he*, *she*, and *it* is *they*; that the plural of *my* is *our*; that the plural of *his*, *her*, and *its* is *their*; that *you* is the same in singular and plural.

A. Name each pronoun and the word for which it stands:

"A nine-months-old baby who was learning to creep saw a pretty piece of red paper on the floor. It attracted her eye and she managed to creep to it and, just as babies do, put it into her mouth. Her mother did not see what the baby had done, but she noticed that the baby was deadly white. The mother sent for the doctor. But before he arrived she had discovered the cause of the trouble. She noticed tiny pieces of red paper that the baby had spit out and, looking around, she found part of a red theatre ticket on which the child had munched. Arsenic is used in many dyes; it had been used in the coloring of this ticket. A sufficient quantity of arsenic will cause vomiting. When the doctor came he said there was nothing for him to do. Nature had provided the best treatment and saved her child."

B. Change the underscored word into the plural and make other changes where necessary:

1. I should carefully guard against finding fault with my neighbor.
2. "Sweep before your own door first" is good advice for me to follow.
3. The angry man fumes and raves, but I do not take him seriously.
4. The girl reported the loss of her cloak, but the loss was never made good.

5. The little singer raised its head as if to bid me welcome.
6. An animal may indeed learn a trick, but it can never teach that trick to its fellow animal.
7. I locked my suitcase and intrusted it to the porter.
8. The mountain discharges its moisture as well as its fertilizer into the valley below it.
9. I cautioned her against crossing the track, but she was heedless.
10. He who habitually lies, is never believed.

VERBAL ANALYSIS

C. Analyze verbally:

Example:

Most assuredly it was he.

- I. *Most assuredly it was he.*
- II. Declarative sentence.
- III. Entire subject: *it*.
- IV. Entire predicate: *Most assuredly was he.*
- V. Subject word: *it*.
- VI. Predicate verb: *was*.
- VII. Predicate nominative: *he*.
- VIII. Subject word unmodified.
- IX. Predicate verb modified by: *assuredly*; *assuredly* modified by *most*.
- X. Predicate nominative unmodified.

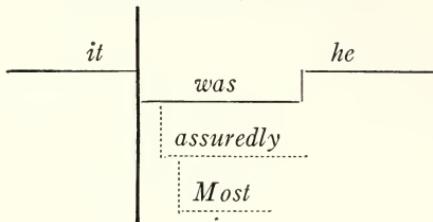
11. He was my most loyal friend.
12. I admired and loved him.
13. It could not have been she.
14. They have always remained intimate.
15. It is you or he.
16. We shall expect you soon.
17. It may be they.
18. Open this parcel.
19. Examine it quickly.
20. Have you lost your black poodle?
21. I do not recognize it here.
22. Perhaps this one is it?
23. Ours would know its master.
24. He is a noted dog-fancier.

GRAPHIC ANALYSIS

D. Analyze graphically the sentences in Exercise C.

Example:

Most assuredly it was he.



(Note that the pronoun when used as the predicate nominative is, like the noun, written on a full line on a level with the subject.)

Topic 7. THE ADJECTIVE: Three Kinds. (21)

Observe:

a. <u>wild</u> horse	d. <u>young</u> horse	g. <u>gentle</u> horse
b. <u>docile</u> horse	e. <u>old</u> horse	h. <u>tricky</u> horse
c. <u>black</u> horse	f. <u>stout</u> horse	i. <u>skittish</u> horse

Note that each underscored word describes *horse*, and is therefore an adjective. It is called a *descriptive adjective*.

Observe:

a. <u>a</u> horse	d. <u>each</u> horse	g. <u>few</u> horses
b. <u>one</u> horse	e. <u>any</u> horse	h. <u>some</u> horses
c. <u>no</u> horse	f. <u>either</u> horse	i. <u>both</u> horses

Note that each underscored word modifies *horse* or *horses*, and is therefore an adjective. But it does not describe *horse*. It does, however, give some idea as to the number and quantity of horses. It is also an adjective, and is called a *quantitative adjective*.

Observe:

a. <u>the</u> horse	c. <u>this</u> horse	e. <u>these</u> horses
b. <u>yonder</u> horse	d. <u>that</u> horse	f. <u>those</u> horses

Note that each underscored word modifies *horse* or *horses*, and is therefore an adjective. But it neither describes horse nor refers to number or quantity. It does, however, point out a particular horse or particular horses. It is also an adjective, and is called a *demonstrative adjective*.

A. Replace the dash with a suitable descriptive adjective:

1. — roof	8. — shoes	15. — print	22. — report
2. — park	9. — storm	16. — fruit	23. — summer
3. — ride	10. — train	17. — pupil	24. — winter
4. — flag	11. — ocean	18. — woods	25. — garden
5. — food	12. — letter	19. — apple	26. — picture
6. — news	13. — story	20. — street	27. — theatre
7. — beach	14. — water	21. — clothes	28. — monument

B. Replace the dash in Exercise A with a suitable quantitative adjective.

C. Replace the dash in Exercise A with a suitable demonstrative adjective.

D. Replace the three dashes with adjectives that may modify the word:

Example:

story: — — —

story: *long* *dull* *humorous*

29. day: — — —	34. game: — — —
30. coal: — — —	35. voyage: — — —
31. city: — — —	36. river: — — —
32. people: — — —	37. lunch: — — —
33. farm: — — —	38. banana: — — —

It is now necessary to extend the definition of *adjective* to include the quantitative and demonstrative adjectives.

In all three cases the adjective is used to *modify* the noun.

An adjective is descriptive when it describes.

An adjective is quantitative when it refers to number or quantity.

An adjective is demonstrative when it points out.

SUPPLEMENTARY

E. Replace the dash with a noun of which the given adjective may be a suitable modifier:

39. blue —	45. smooth —	51. crooked —	57. playful —
40. mean —	46. clever —	52. upright —	58. cowardly —
41. brave —	47. polite —	53. welcome —	59. circular —
42. swift —	48. coarse —	54. healthy —	60. fragrant —
43. muddy —	49. hungry —	55. brittle —	61. handsome —
44. square —	50. pointed —	56. shallow —	62. charming —

F. Point out the adjective and the word it modifies:

63. Facts are stubborn things.	67. Gold is rare and expensive.
64. Many errors are just careless mistakes.	68. Intelligent, honest, and polite people easily make friends.
65. Don't abuse that dumb brute.	69. Man is earth's noblest being.
66. Your parents are your kindest and dearest friends.	70. Who does not love the great, beautiful, wonderful world?
71. We laid out three rectangular garden plots.	
72. The Vatican library has some very rare manuscripts.	
73. A terrible plague followed fast upon a cruel and unjust war.	
74. Come at the proper time, and you shall have choice seats.	
75. What is the meaning of those weird sounds, and those sickly flashes of light?	

G. Analyze verbally the sentences in Exercise F.

H. Analyze graphically the sentences in Exercise F.

(18) Topic 8. THE ADJECTIVE: A Modifier of the Pronoun. (22)

Observe:

a. <i>Pope was a bright man.</i>	d. <i>Eliot is a kind boy.</i>
b. <i>Pope was <u>bright</u>.</i>	e. <i>Eliot is <u>kind</u>.</i>
c. <i>He was <u>bright</u>.</i>	f. <i>He is <u>kind</u>.</i>

g. *The Red Cross nurses are patriotic women.*
h. *The Red Cross nurses are patriotic.*
i. *They are patriotic.*

Note that in sentences *a*, *d*, and *g* the adjective precedes the noun it modifies.

Note that in sentences *b*, *e*, and *h* the adjective is the predicate adjective of the sentence. You have learned that the predicate adjective modifies the subject word. In each of these cases the subject word is a noun.

Note that in sentences *c*, *f*, and *i* the adjective is again the predicate adjective, but of a sentence whose subject word is a pronoun. An adjective may therefore modify a pronoun.

DEFINITION: A word is an adjective when it is used to modify the meaning of a noun or a pronoun.

A. Name the adjective and the pronoun it modifies:

1. Mine is much newer.
2. His seems hardly presentable.
3. Yours will soon be old-fashioned.
4. We have been unusually lucky.
5. They were fabulously rich.
6. He has ever been miserably poor.
7. Is he happy now?
8. Don't be too sure.
9. Look pleasant.
10. Has she always been so fretful?

B. Analyze verbally and graphically the sentences in Exercise A.

(21) Topic 9. THE ADJECTIVE: Comparison. (26)

Observe:

- a. *Mine is a costly watch.*
- b. *Yours is the costlier of the two.*
- c. *His is the costliest of the three.*
- d. *Copper is an expensive metal.*
- e. *Silver is still more expensive.*
- f. *Gold is the most expensive of the three.*

You have learned that persons or things are compared by means of the adjective; that in making the comparison the adjective is seen in three forms or degrees: the positive, the comparative, and the superlative.

You have learned that, as in *b*, the comparative is formed by adding *er* to the positive; that, as in *c*, the superlative is formed by adding *est* to the positive; that in adding *er* and *est* it is necessary to conform to *Word Rule 8* and *Word Rule 11* (see p. 148).

You have learned that the longer adjectives do not add *er* and *est*, but are compared with the aid of the words *more* (as in *e*) and *most* (as in *f*).

Comparison is the variation of the adjective to express quantity or quality in different degrees.

A. Compare:

1. tough	9. clever	17. fit	25. cautious
2. dull	10. lovely	18. dim	26. healthy
3. sharp	11. funny	19. thin	27. amiable
4. heavy	12. proper	20. tight	28. elegant
5. robust	13. lofty	21. grim	29. thirsty
6. stupid	14. steady	22. steep	30. awkward
7. stormy	15. gentle	23. plain	31. healthful
8. clumsy	16. stubborn	24. big	32. welcome

B. Use all three degrees of the adjective in sentences:

(When in doubt as to the meaning of a word consult the dictionary.)

33. old	older	oldest	41. little	less	least
34. old	elder	eldest	42. far	farther	farthest
35. late	later	latest	43. far	further	furthest
36. late	latter	last	44. up	upper	uppermost
37. near	nearer	nearest	45. fore	former	foremost
38. near	nearer	next	46. ill	worse	worst
39. many	more	most	47. sick	worse	worst
40. much	more	most	48. bad	worse	worst

Observe:

INCORRECT	CORRECT
a. <i>A more kinder person I never met.</i>	d. <i>A kinder person I never met.</i>
b. <i>Which is the best, health or wealth?</i>	e. <i>Which is the better, health or wealth?</i>
c. <i>Which is the better—health, wealth, or wisdom?</i>	f. <i>Which is the best—health, wealth, or wisdom?</i>

Note that *kinder*, sentence *a*, is the comparative formed by adding the suffix *er* to the positive *kind*, hence does not need the aid of the word *more*. Therefore sentence *a* is incorrect, and sentence *d* is the correct form.

Note that *best*, sentence *b*, is the superlative of *good*, and should be used in comparison with at least three things. But there are only two things compared here; therefore sentence *b* is incorrect, and sentence *e* is the correct form.

Note that *better*, sentence *c*, is the comparative of the adjective *good*, and may be used in the comparison of two things only. But there are three things compared here, therefore sentence *c* is incorrect, and sentence *f* is the correct form.

SUPPLEMENTARY

C. Compare:

49. cosey	54. foggy	59. golden	64. changeable
50. brutal	55. foolish	60. bitter	65. careless
51. dense	56. visible	61. docile	66. ravenous
52. grand	57. pious	62. nervous	67. sensible
53. vicious	58. fertile	63. irritable	68. common

D. Correct the faulty form of comparison:

69. The oldest of my two boys is studying mechanics.
70. There is not a more smoother boat than my *Katrina*.
71. Which has the larger harbor—Baltimore, Boston, or New Orleans?
72. My brother grew worser in spite of the doctor.
73. Of two evils always choose the least.
74. I don't know of a stupider animal than a sheep.
75. When spoken to, the properest thing to do is to listen.
76. Figs or dates, which do you like the best?
77. Tom Thumb was the littlest man in the circus.
78. Sue and Rose are sisters; the last is much brighter than the first.

E. Note the adjectives, and compare each.

(See picture on opposite page.)

79. As he recites, he is intense and tragic.
80. His form is slight and lanky.
81. His look is wild and fearful.
82. His posture is awkward and laughable.
83. His hair is dark and dishevelled.
84. His face is pale and gaunt.
85. His nose is short and thick.
86. His arms are long and stiff.
87. His hands are bony and knotty.
88. His coat is short and shabby.
89. His trousers are baggy and threadbare.
90. His shoes are coarse and dirty.



(22) Topic 10. THE ADJECTIVE: Comparison—With Positive Only. (110)

Observe:

- a. *That little lad is as fleet as a deer.*
- b. *The leaves were as yellow as saffron.*

Note that in sentence *a* the boy's speed in running is aptly described by comparing him to a *deer*, an animal noted for great fleetness.

Note that in sentence *b* the leaves' color is aptly described by likening them to *saffron*, a substance noted for its striking yellow color.

Note that in this peculiar form of comparison only the positive degree of the adjective is used.

A. Complete the comparison and construct a sentence:

Examples:

as common as	<i>Sparrows were as common as stones.</i>	
as rare as	<i>A good singer is as rare as a gem.</i>	
1. as quick as	14. as light as	27. as cold as
2. as happy as	15. as brilliant as	28. as gentle as
3. as busy as	16. as sharp as	29. as strong as
4. as wise as	17. as regular as	30. as stubborn as
5. as meek as	18. as playful as	31. as bitter as
6. as sharp as	19. as dark as	32. as sweet as
7. as clear as	20. as sly as	33. as sour as
8. as rough as	21. as deaf as	34. as fragrant as
9. as hard as	22. as tricky as	35. as hungry as
10. as slow as	23. as quiet as	36. as white as
11. as crooked as	24. as swift as	37. as heavy as
12. as slippery as	25. as smooth as	38. as solid as
13. as green as	26. as blue as	39. as timid as

Topic 11. THE ADVERB: Of Time, Place, Manner. (29)

Observe:

- a. *The aeroplanes flew high.*
- b. *The aeroplanes flew away.*
- c. *The aeroplanes flew slowly.*
- d. *The aeroplanes flew together.*
- e. *The aeroplanes flew frequently.*

Note that *high*, *away*, *slowly*, *together*, and *frequently*, each in its respective sentence, modifies the verb *flew*, because it tells *how*, *when*, or *where* the action was done. You have learned to call such a modifier an *adverb*.

You have learned also that the adverb which answers to *when* refers to the time of the action or being; that the adverb which answers to *where* refers to the place of the action or being; that the adverb which answers to *how* refers to the manner of the action or being: in short, the adverb may refer to time, place, or manner.

A. Name the adverb, name the verb it modifies, and tell which it shows—time, place, or manner:

1. The tortoise walks slowly.	6. Ducks and geese rarely fly.
2. The hare walks fast.	7. Step lively, my lad.
3. They never walk together.	8. Come away, Hawkins.
4. The lark flies high.	9. Who is there?
5. The swallow flies low.	10. Listen attentively now.

B. Construct a sentence, using the verb and replacing each dash with a fitting adverb:

Example:

swim _____

A person may swim frequently, seldom, well.

11. rise _____	15. sing _____	19. speak _____
12. dress _____	16. read _____	20. call _____
13. eat _____	17. write _____	21. walk _____
14. work _____	18. study _____	22. act _____

23. play _____	31. listen _____	39. breathe _____
24. run _____	32. think _____	40. travel _____
25. try _____	33. blame _____	41. return _____
26. obey _____	34. advance _____	42. exercise _____
27. dance _____	35. draw _____	43. report _____
28. rest _____	36. behave _____	44. answer _____
29. drive _____	37. search _____	45. observe _____
30. bathe _____	38. judge _____	46. forget _____

VERBAL ANALYSIS

C. Analyze verbally the sentences in Exercise A.

Example:

Then the Marine Band vigorously played the national airs.

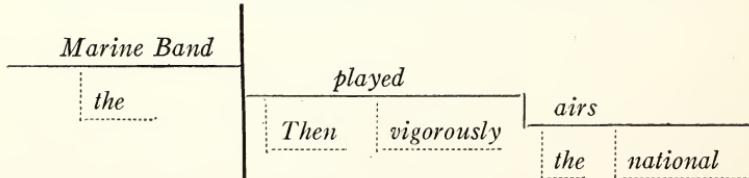
- I. *Then the Marine Band vigorously played the national airs.*
- II. Declarative sentence.
- III. Entire subject: *the Marine Band*.
- IV. Entire predicate: *Then vigorously played the national airs.*
- V. Subject word: *Marine Band*.
- VI. Predicate verb: *played*.
- VII. Object word: *airs*.
- VIII. Subject word modified by: adjective *the*.
- IX. Predicate verb modified by: adverbs *Then, vigorously*.
- X. Object word modified by: adjectives *the, national*.

GRAPHIC ANALYSIS

D. Analyze graphically the sentences in Exercise A.

Example:

Then the Marine Band vigorously played the national airs.



(27) Topic 12. THE ADVERB: Of Degree. (34)

Observe:

- a. *The packages were too heavy.*
- b. *The packages were very heavy.*
- c. *The packages were heavy enough.*

Note that *too*, *very*, and *enough*, each in its respective sentence, modifies the adjective *heavy*. You have learned that a word that modifies an adjective is an *adverb*. **Note** that none of these adverbs answers the question *how*, or *when*, or *where*; therefore none of them is an adverb of time, or place, or manner.

Note that each of these adverbs does answer the question *to what extent or degree?*; that is, it tells to what extent or degree these packages are heavy. *Too*, *very*, *enough*, and adverbs similarly used, are adverbs of *degree*.

The adverb may refer to time, place, manner, or degree.

A. Name the adverb, name the word it modifies, and tell which it is—an adverb of time, place, manner, or degree:

- 1. Croesus was extremely rich.
- 2. Bergamot has a rather pleasing smell.
- 3. Mr. Adams was a highly educated man.
- 4. Living expenses are much higher now.
- 5. They were formerly considerably lower.
- 6. Chicago has had an unusually rapid growth.
- 7. We had a very hot summer.
- 8. Jeannette is now fairly well.
- 9. Her pulse is still weak.
- 10. Is that child totally blind?
- 11. Do not be too familiar.
- 12. Some of our great men were once extremely poor.
- 13. That reply would be entirely improper.
- 14. You are altogether wrong.
- 15. His pay was scarcely enough.

B. Analyze verbally and graphically each sentence in Exercise A.

Observe:

- a. *Our friends arrived too early.*
- b. *Our friends arrived quite early.*
- c. *Our friends arrived rather early.*
- d. *Our friends arrived somewhat early.*

Note that *too*, *quite*, *rather*, and *somewhat*, each in its respective sentence, modifies the adverb *early*. You have learned that a word that modifies an adverb is itself an *adverb*.

Note that each of these adverbs answers the question: to what degree? Hence it is an adverb of *degree*.

C. Name the adverb, name the word it modifies, and tell which it expresses—time, place, degree, or manner:

16. We should not sleep too long.	24. Vapor usually forms soon after.
17. My heart is beating rather feebly.	25. Is Mr. Bell entirely well now?
18. Hold your pens less rigidly.	26. Push the sleigh farther up.
19. Your conduct has not been altogether satisfactory.	27. Parson Smith looked particularly pleased.
20. How faintly the glowworm glimmers.	28. Services had started unusually early.
21. The sun's light is never out.	29. We all felt totally rested and refreshed.
22. Heat travels chiefly upward.	30. The report was scarcely believable.
23. Spring blossoms have an especially fragrant smell.	

D. Tell which kind of adverb it is—time, place, manner, or degree:

31. up	35. away	39. down
32. well	36. truly	40. badly
33. so	37. only	41. too
34. soon	38. early	42. by and by

43. now	55. there	67. patiently
44. lately	56. finely	68. slowly
45. often	57. above	69. elsewhere
46. here	58. quite	70. least
47. then	59. gently	71. together
48. thus	60. where	72. nowhere
49. never	61. fully	73. chiefly
50. formerly	62. roughly	74. attentively
51. ever	63. scarcely	75. partly
52. yesterday	64. around	76. otherwise
53. always	65. somewhere	77. entirely
54. less	66. almost	78. backward

E. Replace the dash by a single appropriate adverb of the class indicated in the parenthesis:

79. Exercise will _____ (*time*) improve your faculties.
80. The player's fingers moved _____ (*manner*) over the keyboard.
81. The sun draws the vapor _____ (*place*).
82. We should _____ (*time*) tell a lie even in jest.
83. The pendulum swings _____ (*manner*).
84. The Tories were _____ (*degree*) troublesome.
85. Opportunity knocks but _____ (*time*).
86. Pare your finger-nails _____ (*manner*).
87. _____ (*time*) pare your finger-nails in company.
88. The performance went on _____ (*time*).
89. Throughout the night the moon shone most _____ (*manner*).
90. Come to the meeting _____ (*time*) and _____ (*manner*).
91. Mr. Philips was a man who would do things _____ (*degree*).
92. All searched, but the diamond was _____ (*place*) to be found.
93. We listened _____ (*manner*) but could _____ (*degree*) catch the preacher's words.

SUPPLEMENTARY

F. Replace the dashes by suitable adverbs:

Example:

The Niagara dashes along _____, _____, _____

The Niagara dashes along swiftly, rapidly, wildly.

Exercise your muscles _____, _____, _____

Exercise your muscles regularly, vigorously, intelligently.

94. Give alms _____, _____, _____, _____, _____

95. Attend to your lessons _____, _____, _____

96. Obey your superiors _____, _____, _____

97. That selection was sung _____, _____, _____

98. My homework was done _____, _____, _____

99. The troops fought _____, _____, _____, _____

100. The snow fell _____, _____, _____, _____, _____

101. We visited each other _____, _____, _____

102. A magazine may be published _____, _____

103. Our mail is delivered _____, _____, _____

104. Gifts will be distributed _____, _____

G. Name the adverb and tell which it expresses—time, place, manner, or degree:

105. The hail-pellets beat heavily against the window-pane.

110. The telegraph-wires jingled continuously.

106. Winter was evidently coming fast.

111. Slowly but surely, the clouds turned the heavens into inky darkness.

107. The frost had already been here.

112. The electric currents were cut off.

108. The trees writhed frightfully in the wind.

113. The people were thoroughly terrified.

109. Here and there the snapping of the branches was distinctly heard.

114. They had never seen so awful a sight.

115. Walking through the meadow I was suddenly startled by a hissing noise.
116. A workman was taken out of the wreck horribly mangled.
117. Presently all the spectators gathered about the relative and generously offered whatever help they could give.
118. Who ever thought that the Mexicans would overturn their government so swiftly !
119. Have you never observed the hubbub among the starlings immediately preceding a storm ?
120. Answer all letters promptly, intelligently, and courteously.

H. Classify the underscored adverbs:

(*To classify* means to tell the class to which a thing belongs; in this case, whether the adverb is one of time, place, manner, or degree.)

“Jeb” Stuart was absolutely fearless. He would attack any thing anywhere, and he constantly inspired his men with the same zeal. He was noted for frequently falling into dangerous situations and then cleverly getting himself out. His men trusted him completely and loved him intensely for his good comradeship. For though he strictly maintained discipline he often frolicked boyishly with his officers, playing strenuously at snowballs or marbles, or whatever they chose, and enjoying it heartily. He was so fond of gaily martial music that he kept his banjo-player, Sweeney, always with him, working steadily in his tent to the cheerful accompaniment of his favorite songs, now and then leaning back to laugh and to join lustily in the choruses. His gay spirit found expression even in the clothes he wore. His fighting jacket shone with dazzling buttons and was almost covered with gold braid; his hat was looped up fancifully with a golden star and decorated with a black ostrich plume, and his spurs were pure gold.

Stuart was very proud of his men and their pluck. He knew by name practically every man in the first brigade. He often expressed the wish that when he died it might be while leading a cavalry charge, and he had his wish. He was struck down near Richmond in 1864 while he was valiantly leading an attack against the watchful Sheridan.

(29) Topic 13. THE ADVERB: Comparison.

Observe:

- a. *My cottage was far removed from the well.*
- b. *Of the two cottages, yours was the farther removed from the well.*
- c. *Of the three, his cottage was the farthest removed from the well.*
- d. *Edith's letter was neatly written.*
- e. *Of the two, Edna's letter was more neatly written.*
- f. *Of the three, Ethel's letter was the most neatly written.*

Note that *far*, *farther*, *farthest*, in sentences *a*, *b*, and *c*, and *neatly*, *more neatly*, and *most neatly*, in sentences *d*, *e*, and *f*, are adverbs.

Note that these adverbs are used here in comparison.

Note that adverbs form their comparison exactly like adjectives.

Hence the adverb has three forms of comparison: the positive, the comparative, and the superlative.

A. Compare the underscored adverb and construct sentences using it in its three forms together with the word it modifies:

Example:

frequently seen

frequently *more frequently* *most frequently*

Sharks are frequently seen in our bay.

Sharks are more frequently seen near Sandy Hook.

Sharks are most frequently seen near Cuba.

1. <u>often</u> met	8. promoted <u>fast</u>	15. <u>busily</u> engaged
2. <u>seldom</u> heard	9. <u>truly</u> revered	16. <u>justly</u> rewarded
3. <u>well</u> suited	10. <u>wisely</u> spoken	17. <u>highly</u> honored
4. rose <u>early</u>	11. sinking <u>slowly</u>	18. <u>pleasantly</u> situated
5. <u>little</u> said	12. <u>cleverly</u> done	19. <u>well</u> cultivated
6. <u>meanly</u> treated	13. <u>always</u> willing	20. <u>regularly</u> inspected
7. <u>never</u> late	14. <u>sadly</u> neglected	21. <u>thoroughly</u> understood

Topic 14. THE CONJUNCTION. (40)

Observe:

- a. *Cinnamon is a spice.*
- b. *Nutmeg is a spice.*
- c. *Cinnamon and nutmeg are spices.*
- d. *Smoke rises.*
- e. *It is lighter than air.*
- f. *Smoke rises because it is lighter than air.*
- g. *A citizen must fight for his country.*
- h. *He may lose his life in doing so.*
- i. *A citizen must fight for his country though he may lose his life in doing so.*

Note that sentences *a* and *b* can be combined to form sentence *c*; sentences *d* and *e* can be combined to form *f*; sentences *g* and *h* can be combined to form *i*.

Note that the new sentence may be shorter than the two sentences of which it is composed and yet contain the entire thought expressed by them.

Note that in joining sentences we use words like *and*, *because*, *though*.

A word used in joining sentences is called a *conjunction*. The most common conjunctions are:

<i>if</i>	<i>when</i>	<i>however</i>
<i>or</i>	<i>hence</i>	<i>whereas</i>
<i>so</i>	<i>while</i>	<i>because</i>
<i>and</i>	<i>until</i>	<i>although</i>
<i>yet</i>	<i>though</i>	<i>likewise</i>
<i>but</i>	<i>since</i>	<i>therefore</i>
<i>as</i>	<i>than</i>	<i>nevertheless</i>

A. Name the conjunction and tell what it connects:

1. In China pack-animals and men carry all the freight.
2. This is easy to explain, as the Chinese are not progressive.
3. They have hated all foreigners, hence they have often clashed with them.
4. The government sees the need of reform, yet it is afraid to act.
5. Bamboo wood is woven into mats, while paper is made from pulp.
6. The Chinese are an artistic people, but they still do most of the work by hand.
7. The people live huddled together, though the wealthier classes and officials dwell in comfort or in luxury.
8. Shanghai is the "treaty port," as that is one of the few cities in which foreigners may trade.
9. One portion of Peking was called the Forbidden City because foreigners were not permitted to enter it.
10. We expect that China will soon progress, since so many of its people are seeking European education.

Observe:

- a. *The moon and the sun cause the tides.*
- b. *Southerners cultivate and export cotton.*
- c. *Our climate is cool but healthful.*
- d. *Negroes have a deep-brown or black skin.*

Note that in sentence *a* the subject words *moon* and *sun* are joined by *and*; that in sentence *b* the predicate verbs *cultivate* and *export* are joined by *and*; that in sentence *c* the predicate adjectives *cool* and *healthful* are joined by *but*; that in sentence *d* the modifiers *deep-brown* and *black* are joined by *or*.

Therefore a joining word, or conjunction, may connect corresponding parts of the same sentence.

DEFINITION: A word is a conjunction when it is used to connect sentences or corresponding parts of the same sentence.

B. Combine each pair of sentences by means of a suitable conjunction:

Example:

Meridian 0° is at Greenwich.

Standard time begins at Greenwich.

Meridian 0° is at Greenwich; hence standard time begins there.

- 11. Gold is a metal. Silver is a metal.
- 12. These metals are valuable. They are often coined into money.
- 13. Glass is easily broken. We say it is brittle.
- 14. Keep from evil company. You may get into serious trouble.
- 15. The lad has tried hard. He has not succeeded as well as he wished.
- 16. You must be persevering. You wish to earn success.
- 17. I have forgotten the title. I remember the story very well.
- 18. The Americans lost Bunker Hill. They fought with great bravery.
- 19. A cubic foot of water weighs 62 pounds. A cubic foot of ice weighs only 58 pounds.
- 20. A cripple may have a weak body. He often has a strong will.
- 21. Our Governor was born in Wales. He cannot become president of the United States.

VERBAL ANALYSIS

C. Analyze verbally:

Example:

Do all your work quickly but thoroughly and cheerfully.

- I. *Do all your work quickly but thoroughly and cheerfully.*
- II. Imperative sentence.
- III. Entire subject: *You*, understood.
- IV. Entire predicate: *Do all your work quickly but thoroughly and cheerfully.*

V. Subject word: *You*, understood.

VI. Predicate verb: *do*.

VII. Object word: *work*.

VIII. Subject word unmodified.

IX. Predicate verb modified by: adverbs *quickly*, *thoroughly*, *cheerfully*; *quickly*, *thoroughly* connected by *but*; *thoroughly*, *cheerfully* connected by *and*.

22. Paraguay yields rubber and dye-woods.

23. Its people are slow but thrifty.

24. Argentina has a quiet yet energetic population.

25. The whites are mostly Danes or Germans.

26. Grain and alfalfa grow abundantly there.

27. Their cattle graze and wander about quite freely.

28. The transportation facilities are ample though rather crude.

29. Buenos Aires and Montevideo are important export towns.

30. The tropical regions are wet or dry.

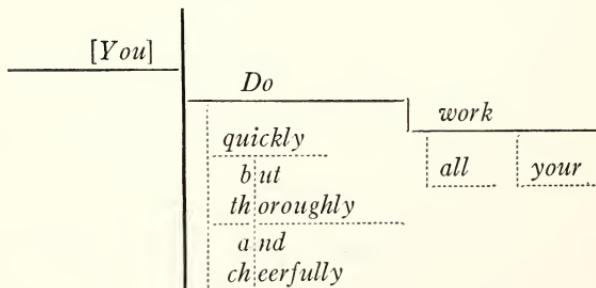
31. Tropical rains are short but frequent and heavy.

GRAPHIC ANALYSIS

D. Analyze graphically each sentence in Exercise C.

Example:

Do all your work quickly but thoroughly and cheerfully.



SUPPLEMENTARY

E. Combine the two sentences into one sentence, by means of a suitable conjunction:

32. The canary is a singer. The thrush is a singer.
33. Ink may be a mineral. Ink may be a vegetable.
34. Rice grows in low ground. Rice grows in swampy ground.
35. Blossoms cannot stand frost. Blossoms cannot stand storms.
36. Strawberries bloom in May. Strawberries ripen in June.
37. Lobsters have crusty shells. Crabs have crusty shells.
38. The government makes coins. The government fixes their value.
39. There is copper in gold coins. There is copper in silver coins.
40. Shale is found in coal-mines. Shale is not coal.
41. Cloves are raised in Brazil. Cloves are raised in the Moluccas.
42. The word cloves means nails. Cloves resemble nails.
43. Cinnamon is raised in Ceylon. It is also raised in China.
44. Cinnamon-oil may be made from the leaves of the cinnamon-tree.
Cinnamon may be made from the fruit of the cinnamon-tree.
45. Diamonds are the hardest of known minerals. Diamonds cannot
be injured by acids.
46. Diamonds are found in the earth mixed with gravel. They are
often covered with yellowish crust.
47. The most expensive diamonds come from India. Many fine
diamonds are found in South Africa.
48. The pistachio is raised in the Spanish peninsula. The pome-
granate also is cultivated in this region.
49. The currant-vine seems to thrive best in Greece. The product
of this vine is Greece's greatest export.
50. Sultana raisins are made from seedless grapes. They are raised
in Asia Minor and the adjacent islands.

(35) Topic 15. THE CONJUNCTION: Compound. (118)
 Observe:

- a. *The fern will not live in cold temperature.*
- b. *The palm will not live in cold temperature.*
- c. *Neither the fern nor the palm will live in cold temperature.*
- d. *Laws are binding on the rich man.*
- e. *Laws are binding on the poor man.*
- f. *Laws are binding not only on the rich man but also on the poor man.*
- g. *Arrange your affairs.*
- h. *There must be no trouble about them later.*
- i. *So* *arrange your affairs that there be no trouble about them later.*
- j. *We packed our bags early.*
- k. *There would be no cause for delay.*
- l. *We packed our bags early so that there would be no cause for delay.*
- m. *Trunks are inspected by the customs officer.*
- n. *Suitcases are inspected by the customs officer.*
- o. *Trunks as well as suitcases are inspected by the customs officer.*

Note that sentences *a* and *b* are joined by the words *neither . . . nor* in building sentence *c*; that sentences *d* and *e* are joined by the words *not only . . . but also* in building sentence *f*; that sentences *g* and *h* are joined by the words *so . . . that* in building sentence *i*; that sentences *j* and *k* are joined by the words *so that* in building sentence *l*; that sentences *m* and *n* are joined by *as well as* in building sentence *o*.

You have learned that words used to join words or sentences are conjunctions; hence *neither . . . nor*, *not only . . . but also*, *so . . . that*, and *as well as* are conjunctions.

The conjunctions in Topic 14 are single words; they are called *simple conjunctions*. The conjunctions in this topic are groups of words; they are called *compound conjunctions*.

The most common compound conjunctions are:

<i>either . . . or</i>	<i>so . . . as</i>	<i>not only . . . but also</i>
<i>neither . . . nor</i>	<i>as if</i>	<i>although . . . yet</i>
<i>both . . . and</i>	<i>better . . . than</i>	<i>so . . . that</i>
<i>whether . . . or</i>	<i>as well as</i>	<i>in order that</i>

A. Name the conjunction and indicate what it connects:

1. Neither animals nor plants will live in the Dead Sea.
2. Not only the slaves but also the slaveholders were benefited by the amendment.
3. Hecla thundered as if the world had come to an end.
4. Find out whether Cabot was an Italian or a Spaniard.
5. Lief, as well as Eric, visited this country years before Columbus.
6. Though a man may be guilty, yet the law considers him innocent until he is proved guilty.
7. Must not the streets be cleared so that wagons may pass?
8. An embargo was put on all shipping in order that the pestilence be kept from the stores.
9. I should call him both a fool and a coward.
10. Better avoid overeating than suffer the consequences.
11. My paper is not so well printed as it ought to be.
12. Shall we go fishing whether it rains or shines?
13. I am deeply indebted both to you and your mother.
14. Jack's error was as stupid as it was fatal to the game.
15. The water was not so chilly as we had expected it would be.

B. Replace the dash by a suitable compound conjunction:

16. The prisoner was punished — nobody would be scandalized.
17. Laws should protect — the rich — the poor.
18. Pennsylvania abounds — in coal — in iron.
19. City people — manufacture goods — trade in them.
20. People of warm climates are — thrifty — progressive.
21. The Armenians — the Arabs are inclined to wander.

SUPPLEMENTARY

C. Use a compound conjunction in place of the dash:

22. The spendthrift lives _____ there were no end to his money.
23. _____ shun evil company _____ put up with the consequences.
24. Extreme poverty _____ great wealth may bring fame.
25. _____ Midas was very rich, _____ he was discontented.
26. Few books are perfect _____ you will learn something from all.
27. Myrtle was _____ much injured _____ she cannot walk.
28. _____ the tree inclines _____ will it fall.
29. _____ the whole world should turn against me, _____ I would never leave you.
30. We shall have _____ a clear conscience _____ everlasting happiness.

D. Name the simple and the compound conjunctions:

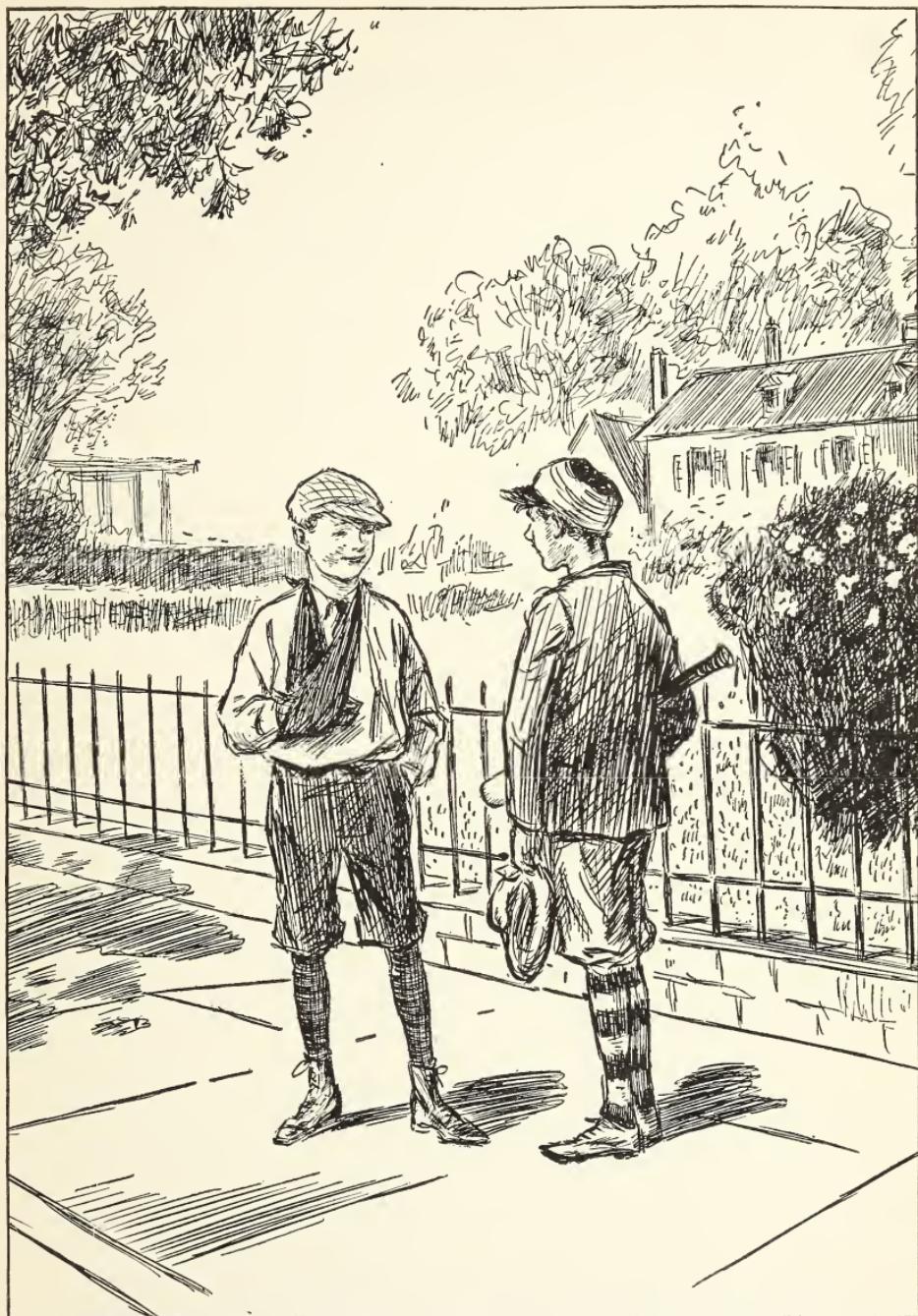
(See picture on opposite page.)

I was on my return tramp to Baker City when I spied something sweeping wildly down Juniper Pike a mile ahead. The suburb of Bourne lay between us. My curiosity speeded my pace, for I felt as if something would happen.

On Cedar Street I found the townspeople much agitated. I soon learned that the meteor-like fugitive shooting down the pike was nothing more than the lumber truck and the pitch-black team of Colby's saw-mill in a runaway escapade. Though the street had been alive with children in every conceivable frolic, yet only one was injured, and he not seriously, as if to remind us once again that there is a special Providence over the lives of children.

Bob Bailey, a boy not over fourteen, who was the first to see the perilous plight of his playfellows, had hurried them all off the street, but finally had stumbled, fallen, and broken his arm.

"I don't mind gettin' me arm set by a pow'ful doctor," remarked Bob the next day to the catcher of his team, "but Gee! it's hard luck that I ain't pitchin' that game to-day."



Topic 16. THE PREPOSITION: Review. (45)

Observe:

a. <i>The book is <u>on</u> the desk.</i>	h. <i>I am talking <u>about</u> him.</i>
b. <i>The book is <u>in</u> the desk.</i>	i. <i>I am talking <u>to</u> him.</i>
c. <i>The book is <u>near</u> the desk.</i>	j. <i>I am talking <u>for</u> him.</i>
d. <i>The book is <u>over</u> the desk.</i>	k. <i>I am talking <u>of</u> him.</i>
e. <i>The book is <u>under</u> the desk.</i>	l. <i>I am talking <u>against</u> him.</i>
f. <i>The book is <u>beside</u> the desk.</i>	m. <i>I am talking <u>with</u> him.</i>
g. <i>The book is <u>behind</u> the desk.</i>	n. <i>I am talking <u>concerning</u> him.</i>

You have learned that *on, in, near, over, under, beside, behind, about, to, for, of, against, with, and concerning* are prepositions, and that each has a definite meaning.

Note that the difference in meaning of the sentences in each column is due solely to the difference in the meaning of the prepositions.

A. Replace the dash by a suitable preposition, and construct a sentence:

Example:

came — the keyhole

A faint ray of light came through the keyhole.

1. sailed — the bay	13. contrary — my wishes
2. climbed — the fence	14. in harmony — my wishes
3. was hit — the train	15. successful — business
4. crouched — his feet	16. eat — moderation
5. crept — the wood-pile	17. fell — the water
6. go — the house	18. preached — evil company
7. swam — the river	19. live — fishing
8. swam — the shore	20. live — wigwams
9. listen — advice	21. boarded — Mrs. Brown
10. angry — you	22. animal — a fierce temper
11. stay — the house	23. museum — the park
12. moved — the mountain	24. voyage — the world

SUPPLEMENTARY

B. Replace the dash by a suitable preposition, and construct a sentence:

25. divided _____ two daughters	35. died _____ thirst
26. divided _____ three sons	36. lived _____ Alaska
27. profit _____ good advice	37. read _____ Alaska
28. transferred _____ Denver	38. boasted _____ his talents
29. headed _____ Denver	39. uncertain _____ the future
30. arrived _____ Denver	40. speech _____ immigration
31. fond _____ Denver	41. climbed _____ the boat
32. authority _____ baseball	42. honest _____ your dealings
33. concerned _____ his health	43. unfit _____ future use
34. disappointed _____ the news	44. shocked _____ your conduct

(44) Topic 17. THE PREPOSITION: Used with a Noun.
(47)

Observe:

- a. *Recently the European governments were forcibly shaken up.*
- b. *Recently the governments of Europe were forcibly shaken up.*
- c. *Recently the European governments were shaken up by force.*

Note that in sentence *a* the adjective *European* is used; in sentence *b*, the words *of Europe*; and that the thought expressed is the same in both sentences.

Note that in sentence *a* the adverb *forcibly* is used; in sentence *c*, the words *by force*; and that the thought expressed is the same in both sentences.

Note, then, that an adjective or an adverb may be replaced by a preposition and noun without changing the meaning.

A. Replace the underscored word by a preposition and noun:
Example:

I sat down and patiently awaited the turn of events.

I sat down and with patience awaited the turn of events.

1. One-third of the street was covered with steel girders.
2. A ship loaded with Bermuda onions passed the Narrows.
3. Our firemen are well known for their courageous deeds.
4. Quebec is the oldest of all the Canadian cities.

5. Columbian salmon is remarkably rich and beautiful.
6. Very few people can endure the Arctic climate.
7. Even animals know when they are homeward bound.
8. A fresh-water brook flowed from a neighboring hill.

9. The brave always endure their sufferings patiently.
10. I caught the bar, and pulled myself up easily.
11. There isn't a forest that hasn't some leafless trees.
12. On his western trip Edwin visited the Panama Exposition.

SUPPLEMENTARY

B. Use a preposition and noun in place of the underscored word:

13. Every horse made his weekly visit to the village blacksmith.
14. I am very fond of recalling my childhood scenes.
15. The old oaken bucket, the iron-bound bucket, the moss-covered bucket still hangs in the well.
16. The sun shot its golden rays far over the hills.

17. The Southern plantations abound in cotton, rice, and sugar-cane.
18. The peasant stopped to watch a balloon ascension.
19. Our friends received us very kindly indeed.
20. A Mosler safe was hoisted up a ten-story building.

21. It is only lately I had my first subway ride.
22. South American animals differ much from North American animals.
23. Recently, a six-legged ox was exhibited in a circus.
24. The Newfoundland storms are frequent and violent.

(45) Topic 18. THE PREPOSITION: Replaced by the Possessive. (50)

Observe:

- a. *The picture of my family hangs beside the bookcase.*
- b. *My family's picture hangs beside the bookcase.*

Note that in sentence *a* the expression *of my family* is used; that in sentence *b* the possessive noun *family's*; and that the thought expressed is the same in the two sentences.

A. Replace the underscored by a possessive:**Example:**

The record of our class is the best in the district.
Our class' record is the best in the district.

1. The bite of the serpent is at all times dangerous.
2. The body of a dragon-fly is long and slender.
3. The speed of a ship is measured with a log line.
4. I refuse to listen to the vile talk of your enemy.
5. The wool of the sheep is an important article of commerce.
6. The secretary of the manager records official business.
7. The orders of the chief were despatched by wireless.
8. I found the nest of a dormouse in the willow branches.
9. The license of a peddler must be renewed every year.
10. Our state inspector went over the books of the company.
11. The song of that little negro was heartily applauded.
12. The hotelkeeper checked the baggage of the Frenchman.
13. In a moment the police dog was on the trail of the thief.
14. The satchel of a miss lay in the middle of the track.
15. Dr. Brown was called in to lance the teeth of the baby.
16. The danger of the fly is really in the germ it carries.
17. The brays of this donkey could be heard a mile away.
18. At his leisure he inspected the reports of the jury.
19. The great strength of the ox makes him very valuable.
20. The excellent hide of the calf makes this animal valuable.

21. The petals of the daisy resemble the rays of the sun.
22. The words of the nurse seemed to quiet the dying soldier.
23. In the morning the toe of the traveller was frozen.
24. The first duty of the child is obedience to his superiors.
25. We presently discovered the footsteps of a buffalo.

B. Change the underscored possessive from the plural to the singular; then replace the singular possessive by the preposition form:

Example:

The armies' supplies were returned to the rear.

The army's supplies were returned to the rear.

The supplies of the army were returned to the rear.

26. Your brothers' children are your nephews or nieces.
27. Laborers' hours are sometimes long and severe.
28. The government pays our Congressmen's transportation.
29. The passengers' safety is in the hands of the crew.
30. Insurance companies' reports are inspected by the state.
31. Our teachers' friends visit the school frequently.
32. The Board of Health fumigated the children's books.
33. Be guarded against your enemies' evil talk.
34. Have you seen the policemen's new helmets?
35. Here is a whole page given to women's styles of dress.
36. The field was sacred with heroes' blood.
37. The prints in the snow surely indicated the thieves' footsteps.
38. The ladies' songs were highly enjoyed.
39. Tilling the ground was once wives' work.
40. The angry mob paid no heed to the negroes' cries.
41. A dentist called to examine the babies' teeth.
42. What is remarkable about the Chinese's feet?
43. The clans eagerly obeyed the chiefs' command.
44. Fairies' homes are in the minds of those who believe in them.
45. A close inspection was made of the spies' papers.

46. Dealers' merchandise must not obstruct the sidewalk.
47. Calves' flesh is sold as veal.
48. Everybody admired the servants' many liveries.
49. Veterans may be engaged in making soldiers' uniforms.
50. The colonists' worst enemies were their own lazy men.

SUPPLEMENTARY

C. Change the underscored singular possessive to the plural possessive; then replace the plural possessive by the preposition form:

51. The wild pony's skin is manufactured into clothing.
52. Russian leather is made from the horse's hide.
53. The donkey's acute hearing is due partly to the length of its ears.
54. A delicious soup is made from the ox's tail.
55. The cow's greatest value is in the milk she gives.
56. Combs and buttons may be made from any animal's horns.
57. The sheep's fur is manufactured into woollen goods.
58. It is not so long since the goat's skin was used for water-bottles.
59. At first the buffalo's home was the great central plain.
60. A giraffe's hide is more than an inch thick.
61. The reindeer's flesh is eaten by the people of the Far North.
62. The camel's hump is composed of fatty tissue.
63. The lioness' fondness for her young will make her brave death.
64. The wolf's jaws are considerably wider than the dog's.
65. A blue fox's pelt has brought as much as fifty dollars.
66. A hare's flesh is much better food than a rabbit's.
67. The beaver's lodge is conical or dome-shaped.
68. A gull's usefulness lies in its scavenger work.
69. Years ago a goose's quill served the purpose of penholder and pen.
70. In parts of the South, alligator's eggs are considered good eating.

(47) Topic 19. THE PREPOSITION: Contrasted with
Adverb. (127)**Observe:**

a. <i>I was kept <u>in</u>.</i>	<i>I was kept <u>in</u> the room.</i>
b. <i>The train rolled <u>over</u>.</i>	<i>The train rolled <u>over</u> the bank.</i>
c. <i>Alice was pushed <u>off</u>.</i>	<i>Alice was pushed <u>off</u> the pier.</i>
d. <i>A terrier roamed <u>about</u>.</i>	<i>A terrier roamed <u>about</u> the place.</i>
e. <i>We all walked <u>across</u>.</i>	<i>We all walked <u>across</u> the bridge.</i>
f. <i>Look <u>behind</u>.</i>	<i>Look <u>behind</u> you.</i>
g. <i>Don't come <u>near</u>.</i>	<i>Don't come <u>near</u> this fire.</i>
h. <i>I sat there <u>before</u>.</i>	<i>I sat <u>before</u> him.</i>
i. <i>Time is <u>up</u>.</i>	<i>Jack ran <u>up</u> the hill.</i>
j. <i>After two hours he came <u>to</u>.</i>	<i>After that he returned <u>to</u> school.</i>

Note that in each pair of sentences the underscored word is the same.

Note that in the first sentence the word modifies the verb, expressing time, place, manner, or degree. Hence it is an *adverb*.

Note that in the second sentence the word is placed before a noun or pronoun to show position or direction. Hence it is a *preposition*.

The same word may be an adverb in one sentence and a preposition in another, according to the meaning to be conveyed.

A. Tell which the underscored word is—an adverb or a preposition; if an adverb, name the verb, adjective, or adverb it modifies; if a preposition, name the noun or pronoun with which it is placed:

“Cork is the outer bark of a kind of oak which grows in countries around the Mediterranean. The outer bark only is cut off and made to serve as cork. The cork cutter uses a sharp-bladed axe the handle of which is shaped, at its end, like a wedge. He first makes several

cuts through the outer bark up and down the tree, and then divides these long slabs by making several cuts entirely around the tree. The bark is then pounded. This separates it from the inner bark. The pieces are then easily raised up and prized off with the wedge-shaped handle. The slabs are at once soaked in water and then dried. When nearly dried they are heated over a fire of coals and finally flattened by pressing them under weights. Cork stoppers were formerly made by hand with a sharp knife, but now are made by a machine invented in the United States. Cork is used in making cork jackets and soles for shoes. The cork trees grow better after every cutting. It is said that a tree well barked will live over a hundred and fifty years."

SUPPLEMENTARY

B. Tell what part of speech the underscored word is, and why:

Examples:

The poor man needs our help.

Help is a noun; because it is used as the name of something.

We should help him cheerfully.

Help is a verb; because it is used to express action.

1. Many <u>paints</u> are poisonous.	13. Boats must keep <u>near</u> shore.
2. Miss Grace <u>paints</u> well.	14. Do not go too <u>near</u> .
3. We paraded <u>after</u> school.	15. <u>Over</u> the fence is out.
4. Luncheon was served <u>after</u> .	16. They pushed me <u>over</u> .
5. All hawks <u>like</u> chickens.	17. The rainbow is <u>round</u> .
6. Hawks dart <u>like</u> eagles.	18. We rode <u>round</u> the park.
7. They prayed <u>before</u> the battle.	19. Come <u>while</u> you have time.
8. Have you heard this <u>before</u> ?	20. Stay a little <u>while</u> .
9. Terence enjoys his <u>work</u> .	21. <u>Both</u> boys are students.
10. We always <u>work</u> hard.	22. He is <u>both</u> rich and kind.
11. Why do you come <u>so</u> early?	23. This shoe does not <u>fit</u> .
12. It rains, <u>so</u> stay home.	24. Indigestion may cause a <u>fit</u> .

Topic 20. THE INTERJECTION.

Observe:

- a. Pshaw! Your trouble is nothing at all.
- b. Alas! The storm has robbed me of all I owned.
- c. Bravo! That is what I call a noble boy.
- d. Pugh! You are but a miserable sluggard.

Note that *Pshaw*, *Alas*, *Bravo*, *Pugh* are words expressing strong feeling, and are followed by the exclamation-mark.

Note that when the exclamation word is omitted the sentence still has the same meaning; that is, sentences are independent of exclamatory words. In your own language you often *throw in* odd words here and there to show surprise, hatred, joy, or other feeling. Words *thrown in* for such purposes are called *interjections*. (*Interjection* means *thrown in among*.)

Note that such interjections have no meaning in themselves. However, habit has made us use certain ones to express special feelings. Also, the tone of the voice frequently determines the meaning of the interjection we use.

DEFINITION: A word is an interjection when it is used merely to express a strong feeling.

Common interjections are:

<i>Ay</i>	<i>Oh</i>	<i>Alas</i>	<i>Hello</i>	<i>Hurrah</i>
<i>Ah</i>	<i>Hey</i>	<i>Ouch</i>	<i>Pshaw</i>	<i>Hah</i>
<i>Eh</i>	<i>Fie</i>	<i>Pooh</i>	<i>Humph</i>	<i>Tut Tut</i>
<i>Lo</i>	<i>Hem</i>	<i>Tush</i>	<i>Zounds</i>	<i>Pugh</i>

Observe:

- a. Nonsense! That can't possibly be true.
- b. Why! The news is positively shocking.
- c. Farewell! We shall meet on brighter shores.
- d. Well! You know the unexpected sometimes happens.

Note that each interjection is a word in common use.

Observe:

- e. *Thank Heavens!* The governor has signed the pardon.
- f. *Bless your soul!* You look fine again.

Note that in each case the exclamation is not an interjection but a sentence within a sentence.

Observe:

- g. *Oh, that the sun were shining!*
- h. *O how delightful are the summer breezes!*
- i. *Hurrah for our side!*
- j. *Zounds on every word of it!*
- k. *Hush your tramping, you noisy urchins!*

Note that in each instance the entire sentence is the exclamation.

Note that when the whole sentence is exclamatory the exclamation-mark is put at the end of the sentence; that when there is no pause between the interjection and the rest of the exclamation, there is no punctuation-mark after the interjection; that when there is a short pause, as in sentence *g*, a comma separates them.

Observe:

- l. *Oh! The sun is shining.*
- m. *Hurrah! Our side has won.*
- n. *Zounds! I want no more of this talk.*
- o. *Hush! I hear a footstep.*

Note that the underscored words are the same as those used in sentences *g, i, j, k*; but that here each word is set off by an exclamation-mark from the rest of the sentence.

Note that the exclamatory elements are separated from the rest of the sentence by an exclamation-mark, and that there is a pause between them and the sentence.

Note that the word following the exclamation-mark begins with a capital.

VERBAL ANALYSIS

A. Analyze verbally:

Example:

O how delightful are the summer breezes.

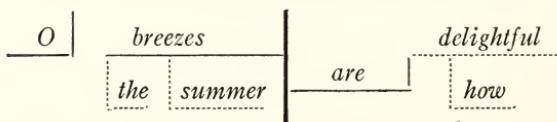
- I. *O how delightful are the summer breezes.*
- II. Declarative sentence.
- III. Entire subject: *the summer breezes.*
- IV. Entire predicate: *are how delightful.*
- V. Subject word: *breezes.*
- VI. Predicate verb: *are.*
- VII. Predicate adjective: *delightful.*
- VIII. Subject word modified by: adjectives *the, summer.*
- IX. Predicate adjective modified by: adverb *how.*
- X. Independent word: interjection *O.*
 1. Tut Tut ! you are always crying.
 2. Hello ! How are you to-day ?
 3. Hem ! I thought as much.
 4. Presto ! Here was a golden apple.
 5. Good gracious ! Can I carry a ton ?
 6. Yes ! Yes ! Always keep your nose forward.
 7. I should dance the Highland Fling ? Hah ! Hah !
 8. God bless our glorious republic !

GRAPHIC ANALYSIS

B. Analyze graphically the sentences in Exercise A.

Example:

O how delightful are the summer breezes !



(As there is no grammatical relation between the interjection and the rest of the sentence, *O* is written aloof in an angle at the left of the subject line.)

Topic 21. THE PART OF SPEECH: Parsing.

Observe:

By Jove! He shall face the foe forthwith or drop into a coward's pit.

Note that *By Jove!* is an interjection, *He* is a pronoun, *shall face* and *drop* are verbs, *the* is an adjective, *foe*, *coward's*, and *pit* are nouns, *forthwith* is an adverb, *or* is a conjunction, *into* is a preposition. This sentence illustrates every sentence element.

Note that sentence elements are mere *particles* of language, or speech, to which certain names are given, according to their use in a sentence. The general name for one of these elements is *part of speech*.

To classify a word grammatically is to tell what part of speech it is; in other words, it is to *parse* it. (*Parse* is from the Latin *pars partis*, meaning *part* or *particle*.)

A. Tell what part of speech each word is:

Example:

“Lift your tuneful voices high
To our Father in the sky.”

Lift, verb; *your*, pronoun; *tuneful*, adjective; *voices*, noun; *high*, adverb; *to*, preposition; *our*, pronoun; *Father*, noun; *in*, preposition; *the*, adjective; *sky*, noun.

1. Harris and Cable have won everlasting literary fame.
2. Have you read the popular “Remus” stories?
3. We are now enjoying “The Man Without a Country.”
4. Buy that book immediately.
5. Helen Hunt Jackson’s “Ramona” is my favorite story.
6. Is that tale English or Spanish?
7. Howells and Aldrich were prominent writers.
8. Do you like poetry or prose?
9. We should memorize some poetry daily.
10. Poetry enriches our thought as well as our language.

B. Tell what part of speech each word is:

(See picture on opposite page.)

"You don't remember me. I shouldn't expect so. It is thirty years since I left Manayunk. You were a schoolboy then, one of a gang of street Arabs—that ye were. But your good father, Steve Stokes, ah! He was a man of real red blood, one in a million, and a staunch friend. He has been dead now five years, and I miss him still.

"Mr. Slater tells me you are scaling the ladder, are nearing the top, or, better said, young Mr. Stokes is 'making good.' You may thank your dad for that. I see him now as he rounds the wall of the Town Hall, back in '79, in hot chase after a mob of stone-fighters—you were among them. I was constable then, but only in name; Steve Stokes was the constable in fact. There were no more stone fights after that. I reckon you settled a score with your papa that night. But it's made a man of you. Don't forget that. I pay you my compliments, young man. God bless you!"

C. Replace each dash by a suitable modifier of the subject word, the predicate verb, or object word; and tell what part of speech you have supplied:**Example:**

_____ Marconi _____ invented _____ telegraphy.

Young Marconi recently invented wireless telegraphy.

11. _____ steamer _____ carries _____ freight.

12. _____ machines _____ print _____ books.

13. _____ pilot _____ steers _____ vessels.

14. _____ school _____ educates _____ children.

15. _____ sun _____ heats _____ earth.

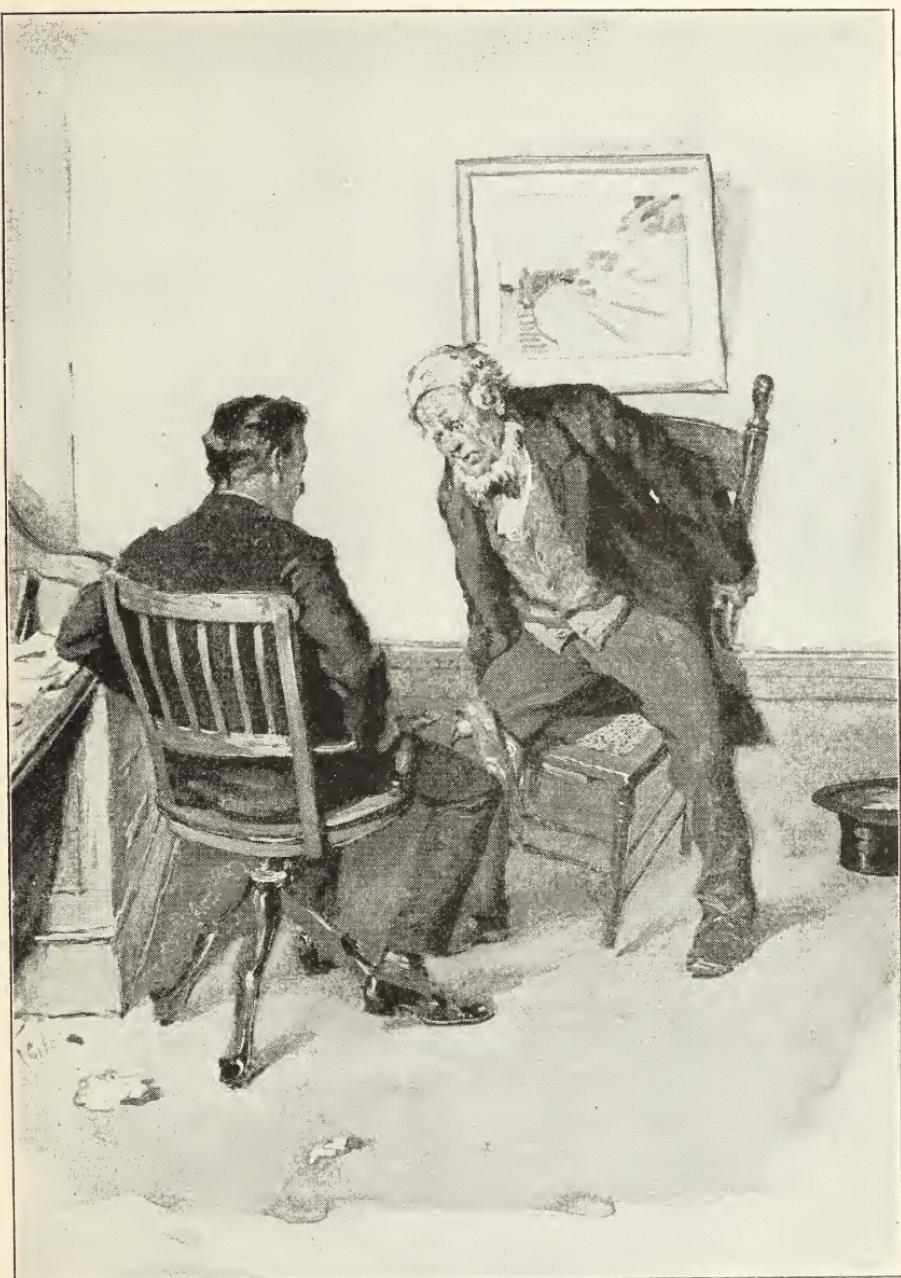
16. _____ fire _____ burnt _____ city.

17. _____ storm _____ destroyed _____ crops.

18. _____ air _____ promotes _____ health.

19. _____ smoke _____ clouded _____ street.

20. _____ dwellings _____ adorn _____ avenue.



21. ____ spider ____ is weaving ____ web.
22. ____ tower ____ contains ____ light.
23. ____ traveller ____ changed ____ route.

24. ____ peaches ____ will bring ____ price.
25. ____ fruits ____ contain ____ acid or sugar.
26. ____ conscience ____ fears ____ blame.

SUPPLEMENTARY

D. Tell what part of speech the underscored is; and what word it modifies:

As soon as the Pygmies saw Hercules preparing for a nap, they nodded their little heads at one another, and winked with their little eyes. And when his deep, regular breathing gave them notice that he was asleep, they assembled together an immense crowd, spreading over a space of about twenty-seven feet square. One of their most eloquent orators (and a valiant warrior enough, besides, though hardly so good at any other weapon as he was with his tongue) climbed upon a toadstool, and, from that elevated position, addressed the multitude. His sentiments were pretty much as follows; or at all events, something like this was probably the upshot of his speech:

Tall Pygmies and mighty little men! You and all of us have seen what a public calamity has been brought to pass, and what an insult has here been offered to the majesty of our nation. Yonder lies Antaeus, our great friend and brother slain within our territory, by a miscreant who took him at a disadvantage, and fought him in a way neither man, nor Giant, nor Pygmy ever dreamed of fighting until this hour. The miscreant has now fallen asleep as quietly as if nothing were to be dreaded from our wrath! It behooves you, fellow-countrymen, to consider in what aspect we shall stand before the world, and what will be the verdict of impartial history, should we suffer these accumulated outrages to go unavenged.—*Hawthorne.*

(12) Topic 22. WORD STUDY: The Prefix. (61)

Observe:a. perhaps b. percentage

Note that *perhaps* means *by hap* or *by chance*; that *percentage* means *by the hundred*; hence that the prefix *per* means *by*.

A. Tell the meaning:

(Consult the dictionary if necessary.)

1. perceive 2. perspire 3. perforate 4. perennial**Observe:**a. propel b. prospect

Note that *propel* means *to force ahead*; that *prospect* means *view ahead*; hence, that the prefix *pro* means *ahead*.

B. Tell the meaning:5. proceed 6. promote 7. pronoun 8. provide

Common prefixes and their meanings are shown by the following:

<u>abnormal</u>	<u>away from</u> normal	<u>engrave</u>	<u>dig into</u>
<u>antedate</u>	<u>date before</u>	<u>exhale</u>	<u>breathe out</u>
<u>antidote</u>	<u>given against</u>	<u>interrupt</u>	<u>break in between</u>
<u>circus</u>	<u>a round</u> show-place	<u>subnormal</u>	<u>under normal</u>
<u>conform</u>	<u>to get in form with</u>	<u>superabundant</u>	<u>more than abundant</u>
<u>counterpart</u>	<u>opposite part</u>		

C. Tell the meaning of the word:

(Note the prefix and its meaning. Consult dictionary if necessary.)

9. encircle	17. enlarge	25. superlative
10. expel	18. interview	26. convene
11. envelope	19. superscription	27. subtract
12. contrary	20. converge	28. circumference
13. interchange	21. subscribe	29. absent
14. superfine	22. exempt	30. enrich
15. subway	23. antipodes	31. expire
16. exclude	24. countermarch	32. antarctic

33. contrast	49. connect	65. antiseptic
34. interlock	50. antemeridian	66. interfere
35. abbreviate	51. exhume	67. absorb
36. submarine	52. encave	68. circle
37. extract	53. antitoxin	69. subdue
38. antagonist	54. contradict	70. concord
39. interjection	55. supervise	71. antechamber
40. abduct	56. converse	72. exchange
41. circular	57. excuse	73. enchain
42. explode	58. entomb	74. antislavery
43. endanger	59. contraband	75. interlap
44. antipathy	60. superfluous	76. superintend
45. intercept	61. abject	77. circuit
46. superstructure	62. circulate	78. export
47. congregate	63. except	79. enforce
48. subjoin	64. encourage	80. counterfeit

D. Tell the meaning of the prefix:

81. dis	83. im	85. in	87. il	89. er	91. ir
82. un	84. trans	86. mis	88. fore	90. pre	92. re

E. From the list in Exercise D select a suitable prefix and attach it, telling the meaning of the word you have formed:

Example:

legal

illegal, meaning not legal

93. fix	102. place	111. equal	120. charge
94. new	103. spell	112. exact	121. behave
95. act	104. truth	113. lease	122. polite
96. port	105. sight	114. ground	123. prudent
97. dent	106. fresh	115. honest	124. legible
98. take	107. grace	116. scribe	125. possible
99. form	108. trust	117. correct	126. becoming
100. easy	109. legal	118. caution	127. modest
101. mark	110. flame	119. decent	128. attentive

(59) Topic 23. WORD STUDY: The Suffix. (63)

Observe:a. carrier b. collector

Note that *carrier* means *one who carries*; that *collector* means *one who collects*; hence the suffix *er*, or *or*, means *one who*.

A. Tell the meaning:

(Consult the dictionary if necessary.)

1. boarder 2. designer 3. contractor**Observe:**a. election b. delusion

Note that *election* means *act of electing*; that *delusion* means *act of deluding* or *state of being deluded*; hence the suffix *tion*, or *sion*, means *act of being* or *state of being*.

B. Tell the meaning:4. exception 5. extension 6. expression**Observe:**a. infirmary b. refectory c. creamery

Note that *infirmary* means *a place where the infirm are kept*; that *refectory* means *a place where people eat*; that *creamery* means *a place where cream is made*; hence the suffix *ary*, *ory*, or *ery*, means *a place where*.

C. Tell the meaning:7. dispensary 8. armory 9. gunnery**Observe:**a. eatable b. perceptible

Note that *eatable* means *that which can be eaten*; that *perceptible* means *that which can be perceived*; hence the suffix *able*, or *ible*, means *can be* or *may be*.

D. Tell the meaning:10. readable 11. legible 12. visible

Common suffixes and their meanings are shown by the following:

<u>allowance</u>	that which is allowed	<u>eminence</u>	state of being eminent
<u>conveyance</u>	that which conveys		
<u>infancy</u>	state of being an infant	<u>abusive</u>	disposed to abuse
		<u>attentive</u>	disposed to attend
<u>constancy</u>	state of being constant	<u>shorten</u>	to make short
		<u>harmonize</u>	to make harmony
<u>frequency</u>	state of being frequent	<u>petrify</u>	to make into stone (<i>petra</i> = stone)

E. Tell the meaning:

(Note the suffix and its meaning. Consult the dictionary if necessary.)

13. robber	33. exhibition	53. operator
14. gardener	34. dictionary	54. permission
15. divisor	35. excellence	55. colliery
16. vacation	36. agency	56. corrosive
17. boundary	37. combustible	57. conversion
18. abundance	38. nutritive	58. bakery
19. curable	39. enlighten	59. library
20. divisible	40. magnetize	60. repulsive
21. active	41. trimmer	61. brighten
22. fasten	42. cession	62. nullify
23. glorify	43. lavatory	63. conqueror
24. jobber	44. decency	64. collision
25. inspection	45. responsible	65. broaden
26. missionary	46. productive	66. director
27. buoyancy	47. domesticate	67. concession
28. pitiable	48. tighten	68. granary
29. attentive	49. originate	69. palatable
30. deepen	50. instructor	70. moisten
31. classify	51. reversible	71. horrify
32. governor	52. darken	72. destructive

(61) Topic 24. WORD STUDY: The Stem. (131)

Observe:

a. captain b. decapitate

Note that *captain* means *head of a company*; that *decapitate* means *to take the head off*; hence the stem *cap* (from the Latin *caput*) means *head*.

A. Tell the meaning:

(Consult the dictionary if necessary.)

1. capsize 2. capital 3. cape

Observe:

a. dislocate b. local

Note that *dislocate* means *put out of place*; that *local* means *relating to a place*; hence, the stem *loc* (from the Latin *locus*) means *place*.

B. Tell the meaning:

4. locality 5. locomotive 6. locate

Observe:

a. eject b. inject

Note that *eject* means *to throw out*; that *inject* means *to throw into*; hence the stem *ject* (from the Latin *jacere*) means *throw*.

C. Tell the meaning:

7. adjective 8. interjection 9. project

Common stems with their meanings are shown by the following words:

<u>chapter</u>	heading of a book	<u>transfer</u>	carry out
<u>fragile</u>	easily <u>broken</u> in pieces	<u>reverse</u>	turn over
<u>remote</u>	far <u>removed</u>	<u>creditor</u>	one who <u>believes</u>
<u>particle</u>	small <u>part</u>	<u>fragment</u>	small <u>part</u>
<u>agile</u>	quick in <u>action</u>	<u>mobile</u>	movable
<u>conductor</u>	leader	<u>active</u>	disposed to <u>act</u>

D. Tell the meaning:

(Note the stem and its meaning. Consult the dictionary if necessary.)

10. cap	18. ferry	26. invert
11. location	19. convert	27. credible
12. reject	20. capitol	28. infraction
13. fraction	21. object	29. promote
14. agent	22. remote	30. motor
15. partner	23. credit	31. introduce
16. activity	24. partition	32. confer
17. conduct	25. transact	33. subject

SUPPLEMENTARY**E. Tell the meaning:**

34. motile	50. partake	66. motion
35. ductile	51. prefer	67. actuate
36. refer	52. impartial	68. offer
37. fracture	53. reproduce	69. adverse
38. commotion	54. incredulous	70. credence
39. partially	55. department	71. motionless
40. contract	56. production	72. compartment
41. converse	57. diversion	73. fraction
42. export	58. describe	74. perimeter
43. deport	59. script	75. diameter
44. import	60. inscribe	76. barometer
45. reporter	61. subscribe	77. speedometer
46. transform	62. pedestal	78. autograph
47. deform	63. pedicure	79. graphical
48. reform	64. pedestrian	80. telegraph
49. conform	65. impediment	81. phonograph

Topic 25. CAPITALIZATION.

Review:

CAPITALIZATION RULE 1: Begin with a capital the names of the days of the week, the months of the year, holidays, holy days, and great events.

CAPITALIZATION RULE 2: Begin with a capital the first word of every sentence.

CAPITALIZATION RULE 3: Begin with a capital the first word of every line of poetry.

CAPITALIZATION RULE 4: Begin with a capital all names of persons and places, and the words formed from them.

CAPITALIZATION RULE 5: Write the words *I* and *O* as capitals.

CAPITALIZATION RULE 6: Begin with a capital every quotation.

CAPITALIZATION RULE 7: Begin with a capital every name and title of the Deity.

CAPITALIZATION RULE 8: Begin with a capital every title of honor and respect.

CAPITALIZATION RULE 9: Begin with a capital the important words in the title of a book, or in the subject of any other composition.

CAPITALIZATION RULE 10: Begin with a capital the first word in the salutation of a letter and the first word in the closing of a letter.

Observe:

- a. We shall go south with the robins and bluebirds.*
- b. Young man, go west.*
- c. I say the West offers you a better future than the East.*

Note that *south*, sentence *a*, and *west*, sentence *b*, show direction only; they begin with a small letter.

Note that *West* and *East*, sentence *c*, stand for sections of a country; they begin with a capital letter.

CAPITALIZATION RULE 11: Begin with a capital the words *North*, *South*, *East*, and *West* when they stand for sections of a country.

A. Quote the rule that justifies the use of each capital:

1. Vienna was once a famous Roman military post.
2. Is it many years since President Wilson was governor of New Jersey?
3. On account of the richness of its quarries, New Hampshire is often called the Blue Granite State.
4. The God of Heaven, the Eternal One, teaches his laws to man in the Ten Commandments.
5. In 1901, His Excellency Jean Jusserand, the French ambassador to the United States, published an interesting book entitled "Sports and Athletic Games in Ancient France."
6. If you read *Popular Science Monthly* will you learn much about wireless and aeroplanes?
7. Last Sunday I heard an interesting sermon preached by His Eminence Cardinal Gibbons.

SUPPLEMENTARY

B. Justify the capitalization by quoting the rule:

8. The Hon. Horace Greeley, for many years editor of *The New York Tribune*, was said at times to favor the South during the Civil War.
9. Dominion Day, one of the greatest holidays in Canada, falls on July 12.
10. Did George tell you that a native of Halifax is called a Haligonian?
11. It was at Appomattox on April 9, 1865, that General Grant received the surrender of the Confederate army.
12. Abraham Lincoln once said: "The Lord must like the common people, or he would not have made so many of them."
13. If life an empty bubble be
How sad for him who cannot see
The rainbow in the bubble.

Topic 26. PUNCTUATION: The Comma.

Review:

PUNCTUATION RULE 1: A period is used at the end of every declarative and imperative sentence.

PUNCTUATION RULE 2: A period is used after every abbreviation.

PUNCTUATION RULE 3: A hyphen is used when a word is broken at the end of a line.

PUNCTUATION RULE 4: A question-mark is used at the end of every interrogative sentence.

PUNCTUATION RULE 5: Quotation-marks are used to enclose words given exactly as spoken or written by some other person.

PUNCTUATION RULE 6: An apostrophe is used to show the omission of one or more letters.

PUNCTUATION RULE 7: An apostrophe is used in a noun to show that it expresses ownership.

PUNCTUATION RULE 8: An exclamation-mark is used after a word or group of words, expressing strong feeling.

PUNCTUATION RULE 9: A comma is used to set off the name of a person addressed.

Observe:

a. *The llama, the rhea, the jaguar, and the ant-eater are the commonest of South American animals.*

b. *Cuba raises sugar, Japan cultivates silk, Denmark pursues dairying.*

Note that in sentence *a* there is a number or series of things mentioned; and that they are separated by commas.

Note that in sentence *b* there are several facts stated in the same sentence; and that they are separated by commas.

PUNCTUATION RULE 10: A comma is used to separate the words of a series, and the distinct parts of the same sentence.

Observe:

The Yosemite Valley, the great wonder of the Far West, is in California.

Note that *the great wonder of the Far West* is inserted as an explanation or side-statement, and that it is separated from the main sentence by commas.

PUNCTUATION RULE 11: Commas are used to separate the parts of a sentence inserted for explanation.

Observe:

"You should plan for the future," says Farmer Jones, "but don't count your chickens before they are hatched."

Note that the quotation is broken by the insertion of *says Farmer Jones*, and that commas are used between the breaks.

PUNCTUATION RULE 12: Commas are used to separate the parts of a broken quotation from the rest of the sentence.

A. Quote the rule that governs the use of the comma:

1. Jersey City and Hoboken manufacture machinery, pencils, soap, cigars, and other wares.
2. Elizabeth is noted for its sewing-machines, Camden for its tanneries and shipyards.
3. Newark, the chief city of New Jersey, is especially noted for the manufacture of leather goods.
4. Keep away from that wire, it is charged.
5. Remember always, children, that what is worth doing at all is worth doing well.
6. Step in and be seated, madam.
7. General, colonel, major, captain, lieutenant, is the order of rank in the army.
8. The cavalry are mounted soldiers, the infantry are foot soldiers.
9. Don't forget, kind reader, that there are many gems of thoughts hiding between the lines of every book.
10. Give special attention to your *g's*, *p's*, *t's*, *s's*, *B's*, and *z's*.

B. Punctuate, and quote the rule you apply:

11. Western Texas is dry dusty bare and almost treeless
12. Dallas is the great railway centre of Texas San Antonio the centre of the live-stock section
13. Galveston the greatest cotton port in America is on an island
14. Pull up the anchor the tide is rising
15. Why do so many people of the South raise cotton Mr. Brown
16. Walk with your eyes to the front little boy
17. Cloves ginger pepper nutmeg cinnamon and vanilla are some of our common spices
18. New Orleans is very low land hence the dead are buried in tombs built above the ground
19. The lecture to-night ladies and gentlemen will be on the songs of the musical negro of the sunny South
20. In your written exercise why do you always confuse *to too* and *two*
21. Porto Rico was one of the spoils of the Spanish-American War
Guam was another
22. Guam one of the Ladrone group was needed as a naval station
23. The chief events of the Spanish-American War were the blockade of Havana the battle of Manila Bay the capture of Admiral Cervera and the capture of Santiago
24. Well boys you certainly remembered the *Maine*
25. Where are you going my pretty maid
I'm going a-milking sir she said
May I go with you my pretty maid
Just as you please kind sir she said
What is your father my pretty maid
My father's a farmer sir she said
What is your fortune my pretty maid
My face is my fortune sir she said
Then I can't marry you my pretty maid
Nobody asked you sir she said
26. "Fire when you are ready" said Dewey to Gridley
27. "When you are ready" said Dewey to Gridley "you may fire"

C. Insert commas as required.

(See picture on opposite page.)

“On the 8th of June 1808 a fox and hound were seen near Dunkeld in Perthshire on the high road proceeding at a slow trotting pace. The dog was about fifty yards behind the fox and each was so fatigued as not to gain on the other. A countryman very easily caught the fox took it as well as the dog to a gentleman’s house in the neighborhood where the fox died. It was afterwards ascertained that the hound belonged to the Duke of Gordon and that the fox was started on the morning of the 4th of June on the top of those hills called Monaliadh which separate Badenoch from Fort Augustus. From this it appeared that the chase lasted four days and that the distance traversed from the place where the fox was unkennelled to the spot where it was caught without making any allowances for doubles crosses etc. and as the crow flies exceeded seventy miles.”

D. Account for the capitalization in the selection in Exercise C.

SUPPLEMENTARY

E. Punctuate, and quote the rule applied:

Dr Emery Baldwin
Chief of Staff Health Office
Harrisburg Pa

643 Charles St
Baltimore Md
September 4 1920

Dear Sir

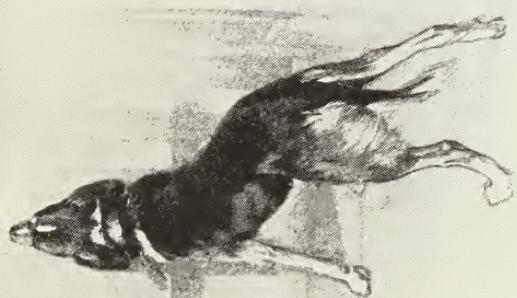
The school laws of this city require that I furnish birth certificate for my two boys immediately The boys are

Thomas Donovan born March 17 1912

Richard Donovan born July 12 1914

May I ask that this matter receive prompt attention from your office

Respectfully yours
Donald T Donovan



Topic 27. INTERPRETATION and APPRECIATION. (136)

A HOME SONG

I read within a poet's book
A word that starred the page:
"Stone walls do not a prison make,
Nor iron bars a cage!"

Yes, that is true, and something more:
You'll find, where'er you roam,
That marble floors and gilded walls
Can never make a home.

But every house where Love abides,
And Friendship is a guest,
Is surely home, and home-sweet-home:
For there the heart can rest.

—*Henry van Dyke.*

1. Why does Van Dyke call this short poem a song?
2. Does *read*, line 1, indicate present time or past time? What word in line 2 suggests the answer?
3. How can a word *star* a page? What is a theatrical star? a baseball star?
4. What *word* does the poet mean? Why does he not say *expression*?
5. What is the subject of *make*? What is its object?
6. What word is understood in line 4?
7. In line 5 it says *that is true*. What is true?
8. In what familiar song is *roam* made to rhyme with *home*?
9. If *marble floors and gilded walls can never make a home*, what can?
10. The last stanza has *house* and *home*; what is the difference?

11. What is the subject word of *is*, line 11? What is its predicate nominative?

12. Why do *Love* and *Friendship* begin with capitals? Are they less important than *house* or *home*?

(Observe that in the sentence *The Moon frowned at me and threatened to hurl his curses*, *Moon* begins with a capital because it is made to act as if it were a person.)

13. Why are lines 3 and 4 in quotation-marks?

Stone walls do not a prison make,
 Nor iron bars a cage;
 Minds innocent and quiet take
 That for a hermitage;
 If I have freedom in my love,
 And in my soul am free,
 Angels alone that soar above
 Enjoy such liberty.

—Richard Lovelace.

14. What do lines 3 and 4 in the second poem mean? (Consult the dictionary for *hermitage*.)

15. Lovelace speaks of love in general; of what is Van Dyke speaking?

'Mid pleasures and palaces though we may roam,
 Be it ever so humble there's no place like home.
 A charm from the skies seems to hallow us there,
 Which, seek through the world, is ne'er met with elsewhere.
 Home, home! Sweet, sweet home!
 Be it ever so humble there's no place like home.

—J. Howard Payne.

16. For what does the word *which*, line 4, stand?

17. What interjections does Payne use?

18. Read the three poems in succession, and tell which you like best.

Topic 28. PERSON.

Observe:

I, your captain, will direct you.

Note that *I* is a pronoun, that *captain* is a noun.

Note that *I* denotes the speaker, and that *captain* is identical with *I*; that is, the words *I* and *captain* refer to the same person.

The word that stands for the speaker is said to be in the *first person*.

Observe:

You players must obey me.

Note that *you* is a pronoun, that *players* is a noun.

Note that *you* denotes the persons spoken to, and that *players* is identical with *you*; that is, the words *you* and *players* refer to the same persons.

The word that stands for the person or thing spoken to is said to be in the *second person*.

Observe:

They, the Malones, will never beat you.

Note that *They* is a pronoun, that *Malones* is a noun.

Note that *They* denotes the persons spoken of, and that *Malones* is identical with *They*; that is, the words *They* and *Malones* refer to the same persons.

The word that stands for the person or thing spoken of is said to be in the *third person*.

Person is that form or use of a noun or pronoun which denotes (1) the person as speaking, (2) the person or thing as spoken to, or (3) the person or thing as spoken of.

Observe:

- a. I, Harold Ames, promise to work for the good of all.
- b. The society congratulates you cordially, Harold Ames.
- c. He, Harold Ames, was elected in a close contest.

Note that *Harold Ames*, sentence *a*, is a noun, and that it is *first person* because it denotes the speaker.

Note that *Harold Ames*, sentence *b*, is a noun, and that it is *second person* because it denotes the person spoken to.

Note that *Harold Ames*, sentence *c*, is a noun, and that it is *third person* because it denotes the person spoken of.

Note that when *Harold Ames* is used in the three persons it undergoes no change of form; that is, it remains the same word in all three persons. This is the case also of any other noun.

Hence, a noun does not change its form when changing its person.

Note that *I*, sentence *a*, is a pronoun, and that it is *first person* because it denotes the speaker.

Note that *you*, sentence *b*, is a pronoun, and that it is *second person* because it denotes the person as spoken to.

Note that *He* is a pronoun, and that it is *third person* because it denotes the person as spoken of.

Note that while it is the same *Harold Ames* in all three sentences, the pronoun standing for him is different in form for each person.

The common pronouns are grouped according to person:

FIRST PERSON: *I, my, mine, me; we, our, ours, us*

SECOND PERSON: *you, yours*

THIRD PERSON: *he, his, him, she, her, hers, it, its; they, their, theirs, them*

A. Name each noun and pronoun and tell its person:

1. I, your teacher, will help you.
2. Come to me whenever you are in difficulties.
3. These examples are above your grade.
4. Are they beyond the ability of the whole class?
5. This problem was not meant for you, Mary.
6. You may omit it and study your history.
7. Can you clear this hurdle, Alfred?
8. Conners, bring the bats, balls, and gloves, please.
9. Baseball, football, and cricket are popular outdoor games.
10. Dora, you and I are expected to care for this canary, and to see that the cat is kept at a safe distance.

Topic 29. NUMBER.

Observe:

<i>negro</i>	<i>negroes</i>
<i>lass</i>	<i>lasses</i>
<i>piano</i>	<i>pianos</i>

Note that *negro*, *lass*, *piano* are nouns, and that each denotes but one; you have learned to say that it is in the *singular* number.

Note that *negroes*, *lasses*, *pianos* are the same nouns, but that each denotes more than one; you have learned to say that it is in the *plural* number.

Observe:

<i>he</i>	<i>they</i>
<i>she</i>	<i>they</i>
<i>it</i>	<i>they</i>

Note that *he*, *she*, *it* are pronouns, and that each denotes but one; you have learned to say that it is in the *singular* number.

Note that *they* is a pronoun, that it denotes more than one; you have learned to say that it is in the *plural* number.

Number is that form or use of a noun or pronoun which denotes one, or more than one

A. Spell the plural:

1. city	4. congress	7. I	10. my	13. me	16. it
2. county	5. assembly	8. he	11. his	14. him	17. its
3. borough	6. committee	9. she	12. hers	15. her	18. you

B. Spell the singular:

19. women	22. toes	25. we	28. them	31. our
20. children	23. potatoes	26. they	29. you	32. ours
21. creameries	24. dominos	27. their	30. yours	33. us

SUPPLEMENTARY**C. Write the underscored in the plural and make other changes where needed:****Example:**

A native of Halifax is called a Haligonian.
Natives of Halifax are called Haligonians.

34. A man from Norway is called a Norwegian.
35. I am fond of the charming hollyhock.
36. Is this the page you have in mind?
37. Friend, you do well to store this thing in your memory.
38. A circumference is more than three times the length of its diameter.
39. The state government makes its own laws, but it does not legislate against the federal government.
40. He is truly a coward who fears to assert his rights.
41. My little girl has had the whooping-cough two months.
42. She evidently contracted it from her playmate.
43. Is this package mine, or yours, or his, or hers?
44. Why does he persist in coming late?
45. My teacher does not always insist on homework.
46. If the messenger comes, detain him for me.
47. Has the dog no feeling because it suffers patiently?
48. The ostrich is fond of food, but it never surfeits.

Topic 30. GENDER: Masculine and Feminine. (80)

Observe:

- a. *I admire this man; he is well educated.*
- b. *I admire this woman; she is well educated.*

Note that *man* and *woman* are nouns; that *man* denotes a person of the male kind; that *woman* denotes a person of the female kind.

Note that *he* and *she* are pronouns; that *he* stands for *man* and denotes a person of the male kind; that *she* stands for *woman* and denotes a person of the female kind. *Man* is called the male sex, *woman* the female sex.

The distinction between male and female, in language, is called *gender*. *Man* and *he*, sentence *a*, are *masculine* gender; *woman* and *she*, sentence *b*, are *feminine* gender. (*Gender* is from the Latin *genus*, meaning *race*, *kind*, or *kin*.)

Gender is that form or use of a noun or pronoun which denotes sex.

A noun or pronoun that denotes the male sex is of the *masculine* gender.

A noun or pronoun that denotes the female sex is of the *feminine* gender.

A. Write each in both singular and plural:

(Note that in each case the first word is masculine and the second the corresponding feminine.)

1. king	queen	7. lad	lass
2. man	woman	8. Master	Miss
3. boy	girl	9. master	mistress
4. prince	princess	10. Sir	Madam
5. gentleman	lady	11. brother	sister
6. husband	wife	12. nephew	niece

13. son	daughter	28. shepherd	shepherdess
14. uncle	aunt	29. widower	widow
15. youth	maiden	30. landlord	landlady
16. bachelor	maid	31. lion	lioness
17. beau	belle	32. tiger	tigress
18. lord	lady	33. drake	duck
19. heir	heiress	34. horse	mare
20. duke	duchess	35. gander	goose
21. earl	countess	36. bull	cow
22. hero	heroine	37. rooster	hen
23. negro	negress	38. stag	roe
24. sultan	sultana	39. buck	doe
25. waiter	waitress	40. colt	filly
26. actor	actress	41. dog	slut
27. patron	patroness	42. he-goat	she-goat

B. Change the underscored to the opposite gender; and change the rest of the sentence to suit:

43. The heir's land was measured by his own surveyor.
44. The lady's carriage was accompanied by her body-guard.
45. The negro's little house was left to him by his father.
46. My brother-in-law's position was made vacant by his death.
47. The actor's appearance was heartily greeted by his audience.
48. The sultana's garden lay to the rear of her palaces.
49. Why did the duke's dominions fall under the law of his king?
50. The she-wolf's care for her young is proverbial.
51. The hero's effects are respectfully buried with his body.
52. The earl's children were educated by his own private tutor.
53. The maid's services were well appreciated by her mistress.
54. Your uncle's little lad will yet be a credit to him.

SUPPLEMENTARY

C. Tell the gender of the nouns; then change the underscored word to the plural, and make other changes to suit:

55. This gentleman's home has been sold.
56. Yesterday I interviewed the lad's mother.
57. That castle was once some rich lord's residence.
58. The horse's mane is used for violin bows.
59. A duck's egg is considered richer than a hen's egg.
60. There was some trouble about the maid's wages.
61. The uncle spared no money for his niece's education.
62. The stag's antlers are larger than the deer's antlers.
63. The princess' wedding-ring was on exhibition.
64. The maiden's voice could be heard above all the others.
65. Some kind-hearted man took care of the poor woman's family.
66. The company wondered at the little lass' wit.

(78) Topic 31. GENDER: Common and Neuter.

Observe:

- a. *William, Charles, Lucy, and Blanche are the children of highly respectable parents.*
- b. *Uncle Jo called his cattle from the pasture, and drove them to the pens.*

Note that *children* stands for boys and girls; it stands for both sexes, it is a word *common* to boys and girls; hence it is said to be of the *common gender*.

Note that *parents* stands for father and mother, it is common to both sexes; hence it is said to be of the *common gender*.

Note that *them*, sentence b, standing for *cattle*, which includes males and females, is of the *common gender*.

A noun or pronoun that applies to both male and female is of the *common* gender.

Observe:

Dick served the pups some milk, and they instantly lapped it up.

Note that *Dick* is a noun of the masculine gender, that *pups* is a noun of the common gender, that *they* is a pronoun of the common gender.

Note that *milk* is something that is neither person nor animal. Such a thing cannot have sex; hence it is neither of the masculine nor of the feminine gender.

Note that the pronoun *it* stands for milk; hence, like *milk*, it is of neither gender. *Milk* and *it* are said to be of the *neuter* gender. (*Neuter* means *neither*.)

A noun or pronoun that applies to neither male nor female is of the *neuter* gender.

A. Point out the nouns and pronouns and tell the gender of each:

THE TIGER

The tiger is usually about eight feet long and three or four feet high. It is more graceful in form and more active and stealthy in its movements than the lion, has a smaller head, but no mane. Its color is a bright tawny yellow above and white beneath, striped with brown bands and bars.

The tiger sleeps by day in some shady spot among the jungle, and seeks its prey by night. It often lies in wait near springs for animals that come to drink. It can run fast, can leap more than three times the length of a man at a bound, and is able to carry off an ox.

The tiger is the terror of villages in India. Here he has been known to carry off cattle and human beings. When hungry he will get food, no matter what danger confronts him; yet he never kills for the mere pleasure of killing.

Topic 32. CASE: Of Noun and Pronoun.

Observe:

a. <i>This <u>agent</u> buys and sells.</i>	b. <i><u>He</u> buys and sells.</i>
c. <i>This is the <u>agent</u>.</i>	d. <i><u>It</u> is <u>he</u>.</i>
e. <i>We engaged <u>this</u> <u>agent</u>.</i>	f. <i>We engaged <u>him</u>.</i>
g. <i>Go to the <u>agent</u>.</i>	h. <i>Go to <u>him</u>.</i>
	i. <i>The agent sells the <u>company's</u> houses.</i>
	j. <i>He sells <u>my</u> houses.</i>

Note that *agent*, sentence *a*, is a noun, and the subject.**Note** that *He*, sentence *b*, is a pronoun, and the subject.**Note** that *agent*, sentence *c*, is a noun, and the predicate nominative.**Note** that *he*, sentence *d*, is a pronoun, and the predicate nominative.**Note** that *agent*, sentence *e*, is a noun, and the object.**Note** that *him*, sentence *f*, is a pronoun, and the object.**Note** that *agent*, sentence *g*, is a noun, and follows the preposition *to*.**Note** that *him*, sentence *h*, is a pronoun, and follows the preposition *to*.**Note** that *company's*, sentence *i*, is a noun, and is related to the noun *house*, showing ownership.**Note** that *my*, sentence *j*, is a pronoun, and is related to the noun *houses*, showing ownership.

A noun or pronoun in a sentence may serve different purposes, according to how it is related to or connected with the other elements of the sentence. The relation of a noun or pronoun to any other part of the sentence is called *case*.

Case is that form or use of a noun or pronoun which denotes its relation to other parts of the sentence.

There are three cases: the *nominative*, the *possessive*, and the *objective*.

A noun or pronoun is in the *nominative* case when it is used as the subject word or as the predicate nominative.

A noun or pronoun is in the *objective* case when it is used as the object word or as the object of a preposition.

A noun or pronoun is in the *possessive* case when it denotes ownership.

A. As to the underscored word, tell whether it is a noun or pronoun; name its case, and give reason:

1. Minks have a craving for all kinds of poultry.
2. They build their homes in the crevices of rocks and under the farmer's wood-pile.
3. A weasel will kill ten times as many chickens as it could eat.
4. When foxes hunt birds they either lie in wait for them, or they trail them, like a pointer dog, and then suddenly spring upon them.
5. Their cunning is proverbial and it is difficult to shoot or trap them.
6. “Chip” has many enemies, yet his life seems to be a happy one.
7. The farmer's cat catches many a chipmunk and gopher when she has to provide for a family of hungry kittens.
8. The weasel stalks him through the brush, follows him up into the tree, and even pursues him into his burrows.
9. Hawks and owls pounce upon him with no thought of mercy.
10. The boys brush him off the fences or take their first shooting lessons while gunning for “chip” and his cousins.
11. The chinchilla is as large as a squirrel and his head is like a rabbit's.
12. It sits on its haunches when eating, holding its food in the fore paws.
13. The furrier prizes this animal for its skin, which he uses for cloak lining and trimming.

SUPPLEMENTARY

B. Give the person, number, gender, and case of each under-scored noun or pronoun:

(See picture on opposite page.)

Walking along the banks of the Ægean Sea, I was hailed by a young fisherman who bade me the time of day in Greek. I returned his greetings promptly, fell into conversation, and in my stumbling Greek disclosed myself to him quite frankly. The lad smiled upon hearing some experiences of my ten years of travel, and interposed that my name might be Ulysses. I did not catch his meaning until, pointing to a mountain nearby he informed me that here was Mt. Ida, the site of Troy made famous by Ulysses and his valiant band. Not only that, but the simple-looking rustic proceeded to sketch for me the greatest of the old stories, the Iliad, in a manner that was amazing. I have wondered many times since if the boys of my country could recount the deeds of their fore-fathers half as intelligently.

C. Give the person, number, gender, and case of each noun and pronoun:

14. A full-grown Virginia buck is about as large as a yearling calf, but its head is thinner.
15. Its legs are longer and only about as thick as those of a large sheep.
16. The fawns are at first spotted but in a few weeks they lose their spots.
17. The general color of bucks and does is chestnut red in summer and grayish in winter.
18. The teeth with which the dog tears his meat is also his weapon of attack.
19. Cattle use their teeth only to masticate their food.
20. When a cow defends herself or her calf she uses her horns, and every dog knows that they are formidable weapons.
21. The horn itself is hollow, but it fits tightly over a bony core which contains many blood-vessels.



22. Don't you think it hurts the cow to cut the tops of her horns if you cut into the core?
23. Of what use, if any, are horns to domestic cattle, or of what use are they to their owners?
24. When King Albert and Queen Elizabeth visited this country, the American people rose, as one man, to do them honor.
25. The history of Europe is largely the history of the rise and fall of emperors, kings, princes, and their numerous relatives.
26. Rummaging through the garret, I picked up an old book on witches and wizards of the early days of Salem.
27. The Maid of Orleans, better known as Joan of Arc, was pitilessly burnt at the stake.
28. Harriet Beecher Stowe is the author of the famous "Uncle Tom's Cabin."

Topic 33. THE PHRASE. (92)

Observe:

- a. Smallpox patients are strictly quarantined.
- b. Patients with the smallpox are strictly quarantined.

Note that in thought and sense these two sentences are identical.

Note that in form the difference is that sentence *a* reads *smallpox patients* and sentence *b* reads *patients with the smallpox*.

Note that in sentence *a*, *patients* is a noun, modified by the adjective *smallpox*.

Note that in sentence *b*, *patients* is a noun, modified by the expression *with the smallpox*. In this expression *smallpox* is a noun connected with the noun *patients* by means of the preposition *with*.

Note that *with the smallpox* in itself is not a sentence—having neither subject nor predicate; it is a mere group of words equivalent to a single word and that word is an adjective. Such a group of words is called a *phrase*.

A group of words is a phrase when it contains neither subject nor predicate, and is equivalent to a single part of speech.

A. Change the underscored into an equivalent phrase:
(Note that the phrase is introduced by a preposition.)

Example:

A quick-tempered child makes many mistakes.

A child with a quick temper makes many mistakes.

1. The state militia may be called out at any time.
2. City people differ from country people in many respects.
3. The moon's light is only a reflection of the sun's light.
4. The Irish bogs yield considerable turf.
5. History books interest intelligent children.
6. Chance games are prohibited by most state laws.
7. Our forest cabin has a stone chimney.
8. The college students often visit our seaside cottage.
9. The city employees enjoyed their vacation trip.
10. Samson was a strong and skilful man.
11. The bee's industry ought to be the lazy man's warning.
12. All glass goods should be handled carefully.
13. They buried his remains honorably and respectfully.
14. The circus exhibited a few African savages.
15. The magnetic needle always turns northward.
16. Pure air is a colorless gas.
17. The seeds, as well as the farmers, look for spring rains.
18. The window-sash is an illustration of a four-sided figure.
19. A new civil-service school has opened a winter course.
20. The curly-haired boy was a great favorite.

Observe:

- a. *The Cornell school of agriculture has a reputation among all nations.*
- b. *The Cornell agricultural school has a national reputation.*

Note that *of agriculture*, sentence a, is a phrase modifying *school*, and that it is introduced by the preposition *of*.

Note that *among all nations* is a phrase modifying *reputation*, and that it is introduced by the preposition *among*.

Note that *of agriculture*, sentence *a*, becomes *agricultural*, sentence *b*.

Note that *among nations*, sentence *a*, becomes *national*, sentence *b*.

B. Change the underscored words into simple equivalents:

Example:

The “Babie Bell” of Thomas B. Aldrich is a ballad.

Thomas B. Aldrich’s “Babie Bell” is a ballad.

21. A man of courage at least makes an attempt.
22. A thing of beauty is a joy forever.
23. A figure with three angles is a triangle.
24. An animal with two legs is called a biped.
25. Diamonds from Africa lay scattered in the show-case.
26. A giant with three heads lived in the cave of the Dane.
27. A poodle with shaggy hair barked on the door-steps.
28. Our cottage by the seashore has weathered many storms.
29. The letter from my aunt contained information of value.
30. Our moments of leisure should be moments of profit.
31. The veteran sank into the chair without speech and motion.
32. After the war with Spain we acquired the Philippines.
33. Customs of the people are influenced by conditions of the climate.
34. Before me rose a gate of white marble that dazzled my sight.
35. The bow-strings of the Indian were made from sinew of the deer.
36. Words of wisdom sometimes come from the mouths of children.
37. The fisheries about Cape Cod are known to the people of Europe.
38. The ambassador from England resides in Washington.
39. We sometimes prevent the landing of immigrants from Europe.
40. There sat a line of foreigners who were evidently without homes.

VERBAL ANALYSIS

C. Analyze verbally:

Example:

Transact all business of importance at your earliest convenience.

- I. *Transact all business of importance at your earliest convenience.*
- II. Imperative sentence.
- III. Subject: *You*, understood.
- IV. Predicate: *transact*.
- V. Object: *business*.
- VI. Predicate modified by: the phrase *at your earliest convenience*—chief word *convenience*, modified by *your, earliest*—introduced by preposition *at*.
- VII. Object modified by: *all*; the phrase *of importance*—chief word *importance*, introduced by preposition *of*.

(Note that hereafter you need not name *entire subject* or *entire predicate*.)

- 41. A native of Ceylon is a Cingalese.
- 42. A blast from the North brought the blizzard.
- 43. I visited the brick-yards during my vacation.
- 44. Mr. Lane recently returned from Jacksonville.
- 45. This famous Madonna is a painting by Raphael.
- 46. During a storm keep your canoes near the shore.
- 47. Are you really afraid of the dark?
- 48. I once had a ride through the Simplon Tunnel.
- 49. Barnum showed a human being without arms and legs.
- 50. Every man of the Twenty-Seventh went over the top.
- 51. We said a silent prayer for the fallen heroes.
- 52. The Aurora Borealis was visible in central Ohio.
- 53. Amundsen sent a wireless from far-off Spitzbergen.
- 54. The animals of Spitzbergen are bears, foxes, and reindeer.
- 55. No human being will stay long in Spitzbergen.

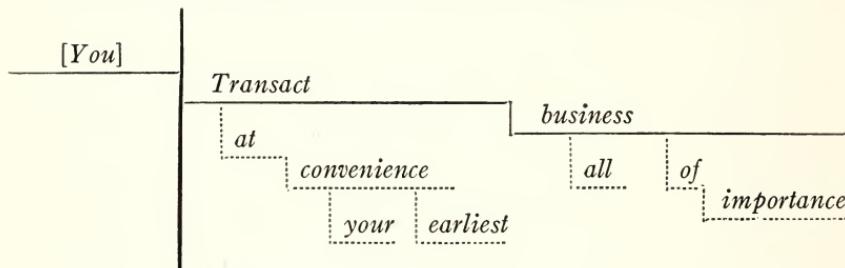
56. Olive-orchards and cork-trees abound in Portugal.
57. The Portuguese language is similar to the Spanish.
58. Lusitania was the Roman name for Portugal.
59. In the eighth century the Moors took Portugal.
60. They held possession of it during three centuries.

GRAPHIC ANALYSIS

D. Analyze graphically each sentence in Exercise C.

Example:

Transact all business of importance at your earliest convenience.



(Note that each phrase is written on a dotted broken line—the preposition on a short line, followed by its object on a line one step lower.)

E. Parse each word of each sentence in Exercise C.

(Hereafter, in parsing a word, give first its part of speech, and then the class to which it belongs.)

Example:

Transact all business of importance at your earliest convenience.

Transact, verb, action; *all*, adjective, quantitative; *business*, noun, common, third person, singular number, neuter gender, objective case; *of*, preposition; *importance*, noun, common, third person, singular number, neuter gender, objective case; *at*, preposition; *your*, pronoun, personal, second person, plural number, common gender, possessive case; *earliest*, adverb, time; *convenience*, noun, common, third person, singular number, neuter gender, objective case.

F. Replace the dash by a phrase consisting of a preposition, its object, and a modifier of the object:

Example:

The Lincoln Highway passes ____.

The Lincoln Highway passes near my home.

61. A frightful storm wrenched the sails ____.

62. The moon sends — its mellow peaceful light.

63. Our cottage — was recently visited ____.

64. A ravenous dog came — and ran ____.

65. The bleating — gave notice ____.

66. There was much guessing — as to who should be governor.

67. The floor — was covered ____.

68. The burglar had left his footprints ____.

69. The bravest act of a citizen is to die ____.

70. The value — is far above that of all gems.

71. One laborer fell forty feet — and was picked up ____.

72. An awful blaze kept leaping —.

73. Recently an aviator made a trip ____.

74. The Lord delivered the Ten Commandments ____.

75. — a cross word should never be heard.

76. — you will become an expert violinist.

77. How to manage animals is best learned ____.

78. — Grant served in the capacity of general.

79. The shooting — was heard fifteen miles away.

80. —, the flag should be displayed ____.

81. Pittsburgh is situated ____.

82. Charlestown — is situated ____.

83. — katydids chirp usually six weeks.

84. “Somewhat back — stands the old-fashioned country-seat.”

85. And louder yet those billows — thundered ____.

86. —, the mountain snows feed the streams ____.

(86) Topic 34. THE PHRASE: The Adjective Phrase. (94)

Observe:

- a. *My cousin in Australia has a cattle-ranch.*
- b. *Burns was born in a house with a thatched roof.*
- c. *With all his riches he is far from being happy.*

Note that *in Australia*, sentence *a*, is a phrase, introduced by the preposition *in*, and that it modifies the noun *cousin*; that is, it does the work of an adjective.

Note that *with a thatched roof*, sentence *b*, is a phrase introduced by the preposition *with*, and that it modifies the noun *house*; that is, it does the work of an adjective.

Note that *With all his riches*, sentence *c*, is a phrase introduced by the preposition *with*, and that it modifies the pronoun *he*; that is, it does the work of an adjective.

A phrase that does the work of an adjective is called an *adjective phrase*.

A phrase is adjective when it modifies a noun or a pronoun.

A. Replace the underscored phrase by a suitable adjective:

Example:

A look of defiance

A defiant look

1. The songs of <u>Spain</u>	8. An animal with <u>intelligence</u>
2. A person <u>without care</u>	9. A watch of <u>much value</u>
3. Motion <u>in a circle</u>	10. A plant <u>without fruit</u>
4. Exercise <u>of the muscle</u>	11. A harvest <u>of plenty</u>
5. A night <u>without sleep</u>	12. A tree <u>of great age</u>
6. Products <u>of Canada</u>	13. A person <u>of great fame</u>
7. Sounds <u>of the nose</u>	14. A thing <u>of beauty</u>

15. A race without education	21. A sweater of wool
16. A home in the suburbs	22. The sleep of peace
17. The deed of the patriot	23. Fruit from the tropics
18. Skin full of pores	24. Scenery in the West
19. Tea from China	25. A position of honor
20. A person of renown	26. A man of courage

B. Replace the underscored adjective by an equivalent adjective phrase introduced by a preposition:

Example:

Neapolitan dialect
dialect of Naples.

27. <u>Peruvian</u> bark	37. <u>Chinese</u> silk
28. <u>suburban</u> traffic	38. <u>Danish</u> cheese
29. <u>southern</u> skies	39. <u>autumnal</u> walks
30. <u>sleepless</u> nights	40. <u>labelled</u> jars
31. <u>rainy</u> seasons	41. <u>refined</u> people
32. <u>frosty</u> spells	42. <u>healthy</u> girls
33. <u>private</u> conversation	43. <u>country</u> schools
34. <u>recreative</u> period	44. <u>pious</u> deeds
35. <u>vacation</u> trips	45. <u>prominent</u> men
36. <u>pneumonia</u> patients	46. <u>able</u> lawyer

SUPPLEMENTARY

C. Name the word of which the underscored phrase is a modifier, and tell what part of speech it is:

VENICE

Far over the seas, in Italy, there stands a wonderful city, half in water. Its streets we should not call streets at all, for they are streams and canals of water. When the Venetian wishes to go from one part of the city to another he steps from his doorway into a boat or gondola, and not into a carriage or car.

It might be well to note here that these gondolas are all of a black color, and that they are similar in structure. This is in conformity to the wishes of the Doge who, fearing that the rich would vie unduly with the poor, ordered that all gondolas be alike in color and structure.

The streets of blue water, so gracefully spanned by arched bridges and lined with marble palaces, make Venice one of the most beautiful cities of the world. But the visitor wonders why the bright Venetians should go to the trouble of building these wonderful palaces and cathedrals on the shifting sand bars of the Adriatic when they have so much firm ground on the main land of Italy for them. The people of Venice know all this, and if you were to ask of some one of them the reason, he would quickly tell you the great story of which all Venetians are so proud; for it is one of the earliest stories of liberty.

—M. F. Lansing (adapted).

(92) Topic 35. THE PHRASE: The Adverbial Phrase. (96)

Observe:

- a. *The alarm went off and instantly the engines came.*
- b. *The alarm went off and in an instant the engines came.*
- c. *My master was unreasonably severe.*
- d. *My master was severe beyond reason.*

Note that *instantly*, sentence *a*, is an adverb, and modifies the verb *came*. **Note** that *in an instant*, sentence *b*, is a phrase equivalent to *instantly*, and modifies the verb *came*.

Note that *unreasonably*, sentence *c*, is an adverb, and modifies the adjective *severe*. **Note** that *beyond reason*, sentence *d*, is a phrase equivalent to *unreasonably*, and modifies the adjective *severe*.

Hence, a phrase may do the work of an adverb.

A phrase used as an adverb is called an *adverbial phrase*.

A phrase is adverbial when it modifies a verb or an adjective.

A. Replace the underscored adverb by an adverbial phrase:**Examples:**

very difficult *difficult to a great extent*
impatiently anxious *anxious without patience*

1. treated <u>honorably</u>	11. advise <u>wisely</u>
2. handled <u>carefully</u>	12. listen <u>attentively</u>
3. <u>solemnly</u> promised	13. <u>beastly</u> hungry
4. <u>treacherously</u> killed	14. <u>thoroughly</u> honest
5. <u>pleasantly</u> entertained	15. <u>officially</u> informed
6. <u>easily</u> accomplished	16. <u>unreasonably</u> firm
7. arrived <u>speedily</u>	17. <u>undoubtedly</u> praiseworthy
8. suffered <u>patiently</u>	18. <u>uncommonly</u> bright
9. give <u>willingly</u>	19. searched <u>everywhere</u>
10. refuse <u>reluctantly</u>	20. found <u>nowhere</u>

B. Build sentences using the expressions in Exercise A.**Example:**

advise wisely *Advise wisely, or do not advise at all.*

C. Replace the underscored adverbial phrase by an adverb:**Examples:**

bad beyond description *indescribably bad*
done in a different way *done otherwise*

21. received <u>with thanks</u>	31. looking <u>toward heaven</u>
22. living <u>in comfort</u>	32. loved by <u>everybody</u>
23. departed <u>with regret</u>	33. to be sound <u>in mind</u>
24. sick unto <u>death</u>	34. prepared at <u>no time</u>
25. descended <u>with rapidity</u>	35. seen <u>in every place</u>
26. ready <u>at all times</u>	36. honored <u>in solemn manner</u>
27. looking <u>toward the north</u>	37. sorry <u>to a deep degree</u>
28. treated <u>without justice</u>	38. <u>in all sincerity</u> yours
29. angry <u>without necessity</u>	39. flew <u>in a northerly direction</u>
30. speaking <u>in a general way</u>	40. passed <u>without notice</u>

D. Build sentences using the expressions in Exercise C.

Example:

sound in mind

To make a valid will a man must be sound in mind.

SUPPLEMENTARY

E. Replace the underscored phrase by an adverb:

41. Your messenger appeared <u>in</u> <u>an instant.</u>	48. We have searched <u>in</u> <u>every</u> <u>place.</u>
42. We treated him <u>with</u> <u>honor.</u>	49. Step <u>to</u> <u>the front</u> , please.
43. The party was entertained <u>in</u> <u>a pleasant manner.</u>	50. Listen <u>with</u> <u>more</u> <u>attention.</u>
44. Learn to work <u>with</u> <u>more</u> <u>energy.</u>	51. No doubt that fence was put there <u>on</u> <u>purpose.</u>
45. You should study <u>with</u> <u>more</u> <u>ease.</u>	52. I shall ever remain <u>in</u> <u>all</u> <u>sincerity</u> <u>yours.</u>
46. Byron hastened home <u>with</u> <u>all speed.</u>	53. I answered so fast I spoke <u>without</u> <u>thinking.</u>
47. Their children played <u>in</u> <u>a</u> <u>harmless manner.</u>	54. Jerome was too shy to appear <u>in</u> <u>public.</u>

(94) Topic 36. THE PHRASE: Compound and Complex.
(101)

Observe:

*Over the river and through the wood
To Grandfather's house we go.*

Note that *over the river* is an adverb phrase modifying *go*; that *through the wood* is an adverb phrase modifying *go*; that the two phrases are connected by the conjunction *and*. Phrases connected by conjunctions are called *compound phrases*.

A phrase is compound when it consists of two or more phrases connected by a conjunction.

Observe:

Colonel Beck presented me to the manager of the insurance office.

Note that *to the manager* is a phrase modifying *presented*, and that *of the insurance office* is another phrase modifying *manager*; in other words, it is one phrase being modified by another phrase. The chief phrase is *to the manager*, the subordinate phrase is *of the insurance office*. A chief phrase and its subordinate phrase are together called a *complex phrase*.

A phrase is complex when it consists of a chief phrase and one or more subordinate phrases.

A. Name the phrase, tell which it is—compound or complex, and name the word it modifies:

1. The ball flew through the window and against the balustrade.
2. Huge oaks and maples grew on every side of the mountain.
3. A friend of my cousin in the suburb has won the swimming medal.
4. Jones swung the sledge-hammer with all the might of his arms.

5. His experience in Cape Colony and on the Nile make very interesting reading for the pupils of my grade.
6. The natives of the Po valley in Italy are a gentle class of people.
7. Take your parcels to the checking-office in the rear of the hall.
8. Are you satisfied with the price of that suit?

9. Have you never seen a ring of haze around the moon?
10. Amphibious animals can live in water as well as on land.
11. In affairs of importance always take advice.
12. Amphibious animals live on land as well as in water.

13. Employees may be paid either by check or in cash.
14. Have you no concern for the comfort of others?
15. For his attention to little things Ira was promptly advanced.

B. Name the complex phrases and tell what each modifies.
(See picture on opposite page.)

Josaphat Truax arrived at Cabul on the evening camel train and proceeded without escort to the court of the Ameer who with his retinue stood outside the tent at the foot of the hill.

"The Khan of Khelat threatens to fall upon us with his hordes," began the prince after a brief exchange of courtesies with Truax, "for a disturbance on the frontier. The trouble is entirely local and plainly the outcome of a family feud. I tell you, we shall face the Khan when he comes, but we prefer peace. My people are devoted to the peaceful arts. You are the mandatory; I appeal to you to negotiate with the Baluches, and I charge England to take heed."

VERBAL ANALYSIS

C. Analyze verbally each sentence in Exercise A.

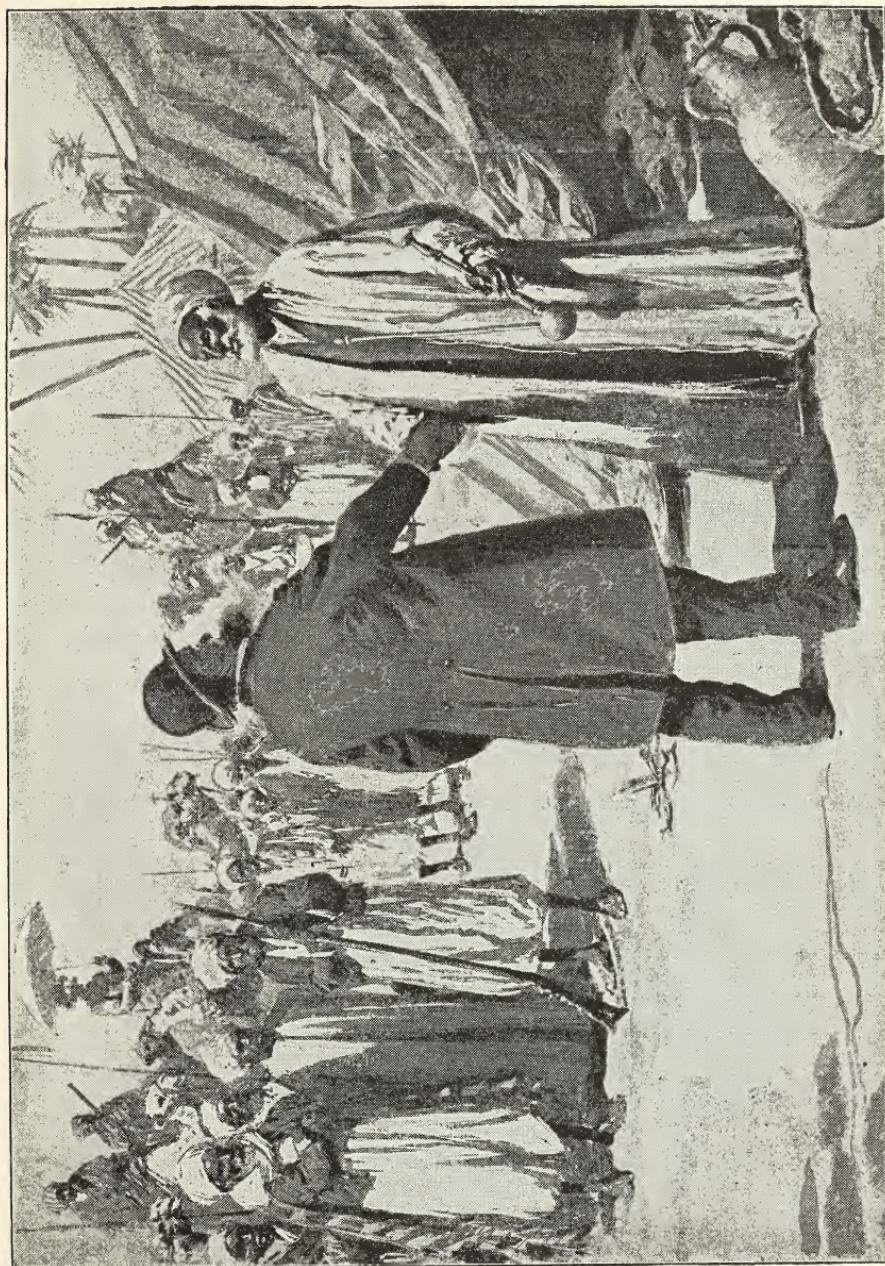
Examples:

To borrow money is often hurtful both to lender and to borrower.

- I. *Borrowing is often hurtful both to lender and to borrower.*
- II. Declarative sentence.
- III. Subject: *Borrowing.*
- IV. Predicate: *is*
- V. Predicate adjective: *hurtful.*
- VI. Predicate modified by: *often.*
- VII. Predicate nominative modified by: compound adverb phrase
both to lender and to borrower; chief word of first phrase,
lender, of second phrase, *borrower;* two phrases connected
by compound conjunction *both—and.*

Write to the editor of the *Times* for information concerning the government of Croatia.

- I. *Write to the editor of the "Times" for information concerning the government of Croatia.*
- II. Imperative sentence.



III. Subject: *You* understood.

IV. Predicate: *Write*.

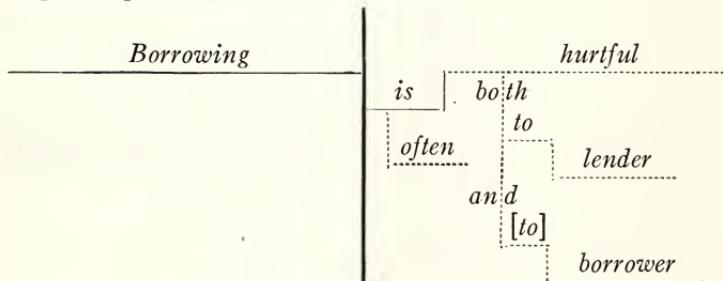
V. Predicate modified by: complex adverb phrase *to the editor of the "Times"* and complex adverb phrase *for information concerning the government of Croatia*. Chief word of first complex phrase, *editor*, modified by *the* and adjective phrase *of the "Times."* Chief word of second phrase, *information*, modified by adjective phrase *concerning the government*, *government* modified by adjective phrase *of Croatia*.

GRAPHIC ANALYSIS

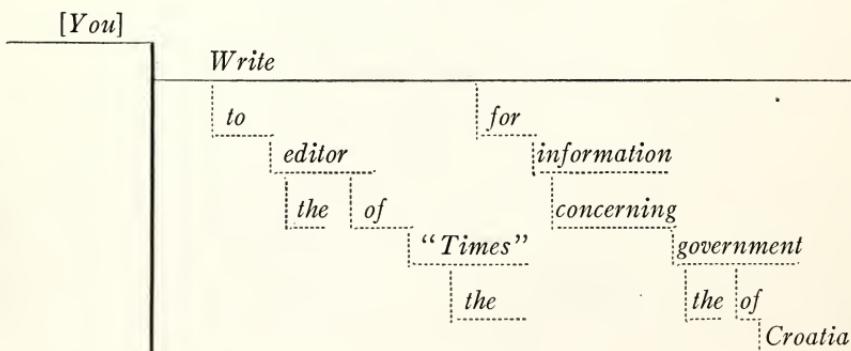
D. Analyze graphically each sentence in Exercise A.

Examples:

(Compound phrase.)



(Complex phrase.)



(96) Topic 37. THE PHRASE: Inversion.

A. Reproduce the sentence in the inverted form by transposing the underscored phrase:

Example:

The remains of the chieftain rested upon a sombre bier.

Upon a sombre bier rested the remains of the chieftain.

1. They silently lowered the body during the stillness of the night.
2. You could read agony and despair in their faces.
3. The sword of Arthur appeared thrust high in the stream.
4. The biplane speeded ahead through mountains of clouds.
5. The poor parents sought their lost child with the gravest anxiety.
6. Nobody was permitted to be seated in the presence of the king.
7. Suddenly I heard the rumbling and roaring of Mt. Pelée, before sunrise of that fatal day.
8. A strange handwriting of mysterious words appeared upon the pale walls of the banquet-hall.
9. Often the wisest sayings come from the lips of children and fools.
10. The prophets preached the truths of Heaven from the very pedestals of the false gods.
11. Socrates had none but the kindest words and sweetest comfort for the poor and downtrodden.
12. Alexander set out to conquer the whole world with a horde of flattering and blood-craving plunderers.
13. The haughty German emperor asserted his power over fallen France in the gorgeous palace of Versailles, in 1871.
14. The Germans signed their own defeat in the same magnificent palace, forty-eight years later.
15. The nations of the earth have learned many hard and bitter lessons from the great World War.
16. Governments will not work out safely except with charity for all and malice toward none.
17. There is no such word as *war* in the cities of eternal homes.

(16) Topic 38. THE PRONOUN: Personal. (104)

Observe:

NOMINATIVE POSSESSIVE OBJECTIVE

Singular

FIRST PERSON: I took my lunch with me to school.
 SECOND PERSON: Thou tookst thy lunch with thee to school.
 THIRD PERSON: He took his lunch with him to school.
She took her lunch with her to school.
It took its lunch with it to school.

Plural

FIRST PERSON: We took our lunch with us to school.
 SECOND PERSON: You took your lunch with you to school.
 THIRD PERSON: They took their lunch with them to school.

Note that the underscored words are pronouns; that each is used in a sentence in a way to show its case; and that they are the pronouns used in referring to persons. Hence, they are called *personal* pronouns.

A pronoun is personal when it denotes the speaker, the person spoken to, or the person or thing spoken of.

Note that *I* is in the nominative case because it is the subject of the sentence; that *my* is in the possessive case because it denotes ownership; that *me* is in the objective case because it is the object of the preposition *with*.

Note that the same reasoning applies to the other personal pronouns.

Note also that the personal pronoun has a special form for each case—except *you*, which is the same for nominative and objective; hence the case of a pronoun is easily told.

Note also that no pronoun takes 's to denote the possessive; 's attached to any pronoun always stands for *is*.

Observe:

	FIRST PERSON	SECOND PERSON	THIRD PERSON
Singular			
NOMINATIVE:	<i>I</i>	<i>thou (or ye)</i>	<i>he she it</i>
POSSESSIVE:	<i>my (mine)</i>	<i>thy (thine)</i>	<i>his her (hers) its</i>
OBJECTIVE:	<i>me</i>	<i>thee</i>	<i>him her it</i>
Plural			
NOMINATIVE:	<i>we</i>	<i>you</i>	<i>they</i>
POSSESSIVE:	<i>our (ours)</i>	<i>your (yours)</i>	<i>their (theirs)</i>
OBJECTIVE:	<i>us</i>	<i>you</i>	<i>them</i>

Note that the personal pronouns are rearranged and include *mine, ours, hers, yours, theirs*, etc.

Note that *thou, ye, thy, thine, thee* are not used in ordinary speech; they are found in the language of poetry and prayer.

Arranging a pronoun according to its case is *declining* the pronoun.

Declension is the arranging of a pronoun according to case.

A. Name the personal pronouns, and tell the case of each:

The king, shocked with this appearance of ingratitude in his favorite child, desired her to consider her words, and to mend her speech, lest it should mar her fortunes.

Cordelia then told her father that he was her father, that he had given her breeding, and loved her; that she had returned those duties as was most fit, and did obey him, love him, and most honor him; but that she could not frame her mouth to such large speeches, as her sisters had done, or promise to love nothing else in the world. Why had her sisters husbands, if (as they said) they had no love for anything but their father? If she should ever wed, she was sure the lord to whom she gave her hand would want half her love, half of her care and duty; she should never marry like her sisters, to love her father all.—*Lamb.*

(102) Topic 39. THE PRONOUN: Relative. (108)

Observe:

- a. *Here lived Penn.*
- b. *Penn founded Philadelphia.*
- c. *Here lived Penn* *who founded Philadelphia.*
- d. *Penn was a founder.*
- e. *You have read of Penn.*
- f. *Penn was the founder of* *whom you have read.*
- g. *This is the city.*
- h. *Penn founded this city.*
- i. *This is the city* *which Penn founded.*

Note that *a* and *b* are two distinct sentences; that the two sentences are united into one in sentence *c* by means of *who*, and that the meaning remains the same.

Note that *d* and *e* are two distinct sentences; that the two sentences are united into one in sentence *f* by means of *whom*, and that the meaning remains the same.

Note that *g* and *h* are two distinct sentences; that the two sentences are united into one in sentence *i* by means of *which*, and that the meaning remains the same.

Note that in sentence *c*, *who* stands for *Penn*; that in sentence *f*, *whom* stands for *Penn*; that in sentence *i*, *which* stands for *city*. In other words, *who*, *whom*, and *which* are pronouns, because they stand for nouns. But they do more—they combine two sentences into one.

The word for which such a pronoun stands is called its *antecedent* (*antecedent* meaning *going before*), and the sentences it combines are called *clauses* of the new sentence. A pronoun which combines sentences by *relating* them to the antecedent is called a *relative pronoun*.

A pronoun is relative when it replaces its antecedent and unites the different clauses of a sentence.

The chief relative pronouns are *who*, *which*, *what*, and *that*.

A. By means of a relative pronoun combine the two sentences into a single sentence:

Example:

Frederick disappointed me. I once had a high regard for him.

Frederick, for whom I once had a high regard, has disappointed me.

1. This is the house. Jack built that house.
2. The reaper benefited the farmer. McCormick invented it.
3. Robert Morse was a wealthy man. His money saved the army from starvation.
4. Mark Twain was a writer of humor. I once heard him lecture.
5. Bancroft wrote a history of the United States. It is much read by students.

6. Franklin was a close student. He invented the lightning-rod.
7. The camel carries the freight over the sands. It is called the Ship of the Desert.
8. Alaska has valuable gold-mines. We bought Alaska from Russia.
9. We acquired the Canal Zone from Panama. We paid ten million dollars for it.
10. San Francisco gave her boys a great welcome. The boys had fought in France.

Observe:

- a. Booth is the man who shot Lincoln.*
- b. The revolver which he used was found later.*
- c. A man that can do a base thing is a coward.*
- d. A revolver that was still warm was picked up.*
- e. What cannot be remedied must be endured.*

Note that the antecedent of *who* is a person; that the antecedent of *which* is not a person; that the antecedent of *that* may be either a person or thing; that the antecedent of *what* is understood.

Observe:

NOMINATIVE:	<i>who</i>	<i>which</i>	<i>what</i>	<i>that</i>
POSSESSIVE:	<i>whose</i>	<i>whose</i>	(none)	(none)
OBJECTIVE:	<i>whom</i>	<i>which</i>	<i>what</i>	<i>that</i>

Note that the relative pronoun may be declined like the personal pronoun; that *what* and *that* have no possessive; that the relative pronouns are alike, whatever their person, number, or gender.

Hence, *who*, *which*, *what*, or *that* may be used as the subject or as a predicate nominative. *Whose* may be used for possessive only; *whom*, *which*, *what*, or *that* may be used as the object of a verb or of a preposition.

B. Replace the dash by a suitable relative pronoun:

11. We shall get out of life exactly _____ we put into it.
12. The property _____ we recently sold has risen in value.
13. The gentleman _____ called inquired about your education.
14. There is not a noble man living _____ life is dearer to him than his honor.
15. Exercise and ventilation are two things of _____ few people seem to have practical knowledge.
16. Martin, _____ opinion I prize highly, has often cautioned me against the instalment plan of payments.
17. The Maryland colony, to _____ we owe much of our spirit of religious freedom, was founded by Lord Baltimore.
18. It is only natural to disbelieve him _____ once we caught in a lie.
19. Magellan discovered the strait _____ bears his name.
20. You will never guess _____ I met at the party.
21. Caledonia, _____ is another name for Scotland, lies north of England.
22. Mr. Burns, for _____ the message was intended, was not to be found.
23. Mr. Burns, _____ was in the adjacent room, knew well from _____ the message had come.

SUPPLEMENTARY

C. Replace the dash by a relative pronoun:

24. A favorite saying of Franklin's was: "He _____ would thrive
must rise at five."

25. He is surely bound to fail _____ makes no effort at all.

26. Smiles, _____ are the soul's sunshine, cost little or nothing.

27. Mr. Ralston owned a colt _____ I very much wanted.

28. In some coal-mines there are mules _____ have never seen sunlight.

29. The policeman is an officer _____ special business is to guard our
rights.

30. The story _____ you are now telling was one of Lincoln's.

31. The lady to _____ you are listening is a professional singer.

32. The state _____ seceded first was South Carolina.

33. Mason and Slidell, _____ were Southern envoys, were captured on
the *Trent*.

34. The charters _____ the colonists had, gave them the rights _____
all Englishmen possessed.

35. Mr. Somers's magnificent home, _____ had been the ornament of
the street for years, was set afire by an imbecile _____ the
family had befriended for years.

36. Her hair _____ was dark, was gathered in a knot.

37. We invited the same girls _____ were here before.

38. This is the malt _____ lay in the house _____ Jack built.

39. General Lee was a man _____ everybody admired.

40. The bird _____ you have described is a meadow-lark.

41. Buy only _____ you need, is generally good counsel.

42. That is the captain _____ ship struck an iceberg.

43. The guide _____ took you through the Falls was witty.

44. The guide _____ we hired was as glum as a clam.

45. He _____ does all _____ he can, does all _____ can be expected.

46. Venezuela, _____ means little Venice, is a picturesque country.

(104) Topic 40. THE PRONOUN: Interrogative.

Observe:

- a. Who is *Sylvia*?
- b. What is *she*?
- c. Whose is that *poem*?
- d. Whom do I mean?
- e. Which is *his* best?

Note that *who*, *what*, *whose*, *whom*, and *which* are words you have already studied; and that you have learned to call them relative pronouns.

Note that these words as used here have no antecedent, and that they do not combine several sentences into one; hence they are not relative pronouns.

Note that in each case the pronoun introduces the sentence and that the sentence is interrogative. A pronoun so used is called an *interrogative* pronoun.

A pronoun is interrogative when it is used in asking a question.

Note that when *who*, *whose*, or *whom* is used we expect the answer to be the name of some person; that when *what* is used we expect the answer to be the name of some thing; that when *which* is used we expect the answer to be some choice.

Note that *who*, *which*, and *what* may be used as interrogative pronouns.

Since *that* is never used in asking a question, it cannot be an interrogative pronoun.

Note that interrogative pronouns are declined like relative pronouns.

VERBAL ANALYSIS

A. Analyze verbally:

Example:

Whose is the credit of André's capture?

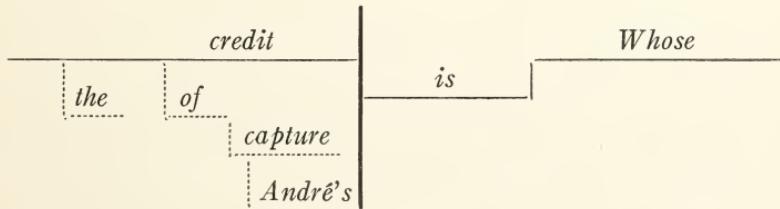
- I. *Whose is the credit of André's capture?*
- II. Interrogative sentence.
- III. Subject: *credit*.
- IV. Predicate: *is*.
- V. Predicate nominative: *whose*.
- VI. Subject modified by: *the*; adjective phrase, *of André's capture*; chief word, *capture*, modified by *André's*.
 1. Which is the better team?
 2. Whose was the victory?
 3. What was the result?
 4. Who invented the printing-press?
 5. What was his name?
 6. Whose is the greater honor?
 7. What happened to André?
 8. Whom did Washington send to catch Arnold?
 9. Which is the better speller?
 10. Who won the spelling-contest?

GRAPHIC ANALYSIS

B. Analyze graphically each sentence in Exercise A.

Example:

Whose is the credit of André's capture?



C. Replace the dash by an interrogative pronoun:

11. _____ do you expect to win the next race?

12. On _____ team will you line up?

13. _____ will the townspeople naturally favor?

14. By _____ were you helped in the task?

15. _____ is that soldier in gray?

16. Under _____ flag does he fight?

17. _____ books are these on your desk?

18. Lady Moon, _____ are you loving?

19. Of the three poems _____ do you like best?

20. _____ of the two recitation is the better?

21. I shall vote, of course, but at present I cannot say for _____.

22. _____ is his name?

23. In _____ service was he engaged?

24. _____ did he accomplish?

25. Nobody seems to know for _____ benefit mosquitoes might be.

26. _____ can I trust, if not my friend?

27. _____ drives a ship through the water?

28. We should like to know _____ you mean?

29. _____ is this package and for _____ is it intended?

30. We are not sure as to _____ the speaker might be.

31. Tell me _____ does he look like, and to _____ do you compare him?

32. _____ do you want for a companion?

33. _____ is the great explorer?

(26) Topic 41. THE ADJECTIVE: Interrogative. (112)

Observe:

- a. What colors can you distinguish in the rainbow?
- b. Whose image is stamped on our new pennies?
- c. What Eastern race is making great progress?
- d. What country claims the largest territorial limits?
- e. What reason has it for its claim?
- f. Which season do you like best?

Note that *what*, *whose*, and *which* are used interrogatively; that is, each is used in asking a question.

Note also that each of these words is used as a modifier of a noun: in *What colors*, *what* modifies *colors*; in *Whose image*, *whose* modifies *image*, etc.

Each word is used both interrogatively and adjectively; hence, it is called an *interrogative adjective*.

An adjective is interrogative when it is used in asking a question.

A. Distinguish the interrogative pronoun from the interrogative adjective; if an interrogative pronoun, state its case; if an interrogative adjective, name the noun it modifies:

1. What sacrifices had not the Pilgrims made?
2. To whom do we present garlands of laurels?
3. Whose are the spoils of warfare?
4. In whose favor are you?
5. In what business do you expect to start?
6. Who are the deserving poor?
7. What is the cause of poverty?
8. Whose image and inscription is this?
9. Who is responsible for little children?
10. What great names do we often quote?

VERBAL ANALYSIS

B. Analyze verbally:

11. Which railroad runs to Buffalo?
12. What city is the capital of Texas?
13. Which state raises apples most abundantly?
14. Whose hat did he take by mistake?
15. Which kind of cake can you make?
16. What style of apron do you prefer?

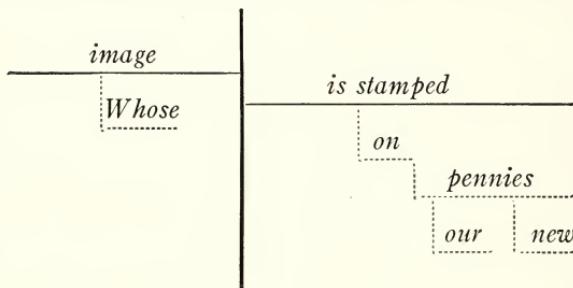
17. What color is most becoming to her?
18. Whose elephant ran through the city?
19. Which girl in the class can bake best?
20. Whose oven does she use?

GRAPHIC ANALYSIS

C. Analyze graphically the sentences in Exercise B.

Example:

Whose image is stamped on our new pennies?



(110) **Topic 42. THE ADJECTIVE: Pronominal.**

Observe:

- a. Many miners were killed in the crash.
- b. Many were killed by the explosion.

Note that *many*, sentence *a*, is a quantitative adjective modifying the noun *miners*.

Note that *many*, sentence *b*, which usually is an adjective, is here used to stand for the noun *miners* and at the same time to denote quantity like a quantitative adjective; that is, it is, at the same time, used both like an adjective and a pronoun. Such a word is called a *pronominal adjective*, *pronominal* meaning *pronoun-like*.

An adjective is *pronominal* when it is used to stand for a noun.

The most common of the pronominal adjectives are:

<i>one</i>	<i>each</i>	<i>either</i>	<i>another</i>	<i>that</i>
<i>all</i>	<i>none</i>	<i>neither</i>	<i>several</i>	<i>this</i>
<i>both</i>	<i>some</i>	<i>other</i>	<i>such</i>	<i>these</i>
<i>few</i>	<i>any</i>	<i>much</i>	<i>many</i>	<i>those</i>

A. Classify the adjectives:

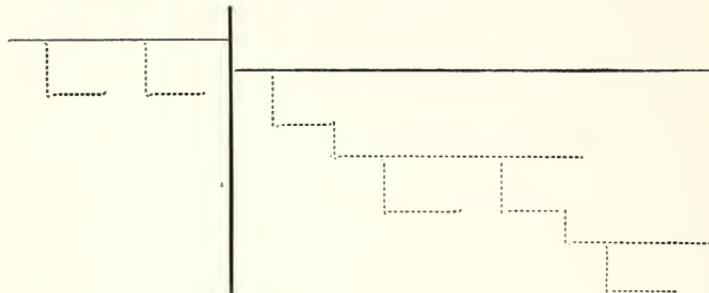
- That accident was most shocking.
- That was a most shocking accident.
- One engine after another hurried to the scene.
- Some carried the relief corps, others pulled additional cars.
- Every official began to make excuses.
- No one would take the blame.
- Some thought it was unavoidable.
- All agreed that it might have been due to an explosion.
- Very few plants endure the severity of long frost.
- Many are called but few are chosen.

B. Replace the dash by a pronominal adjective:

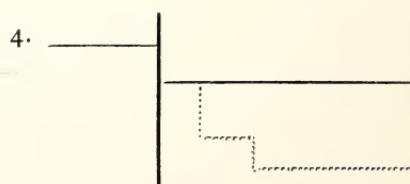
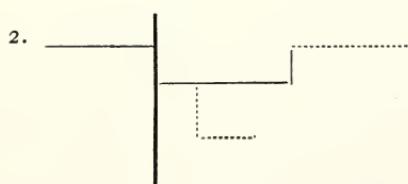
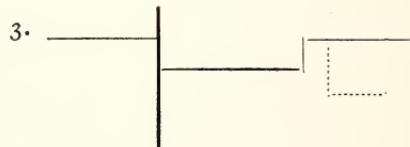
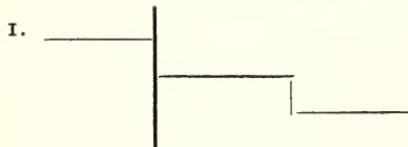
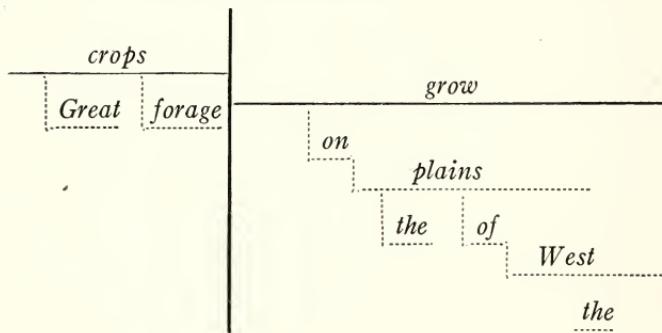
- The South American countries have untold wealth, though only a — of them do much farming.
- of the inhabitants live by the cultivation of fruits.
- of the northern part of South America is in the tropical zone.
- accounts for the seeming laziness of the people.
- live by the exportation of expensive woods.
- of the countries have a European climate, and it is expected that many Europeans will emigrate to South America.
- Carl sold — of his pigeons but kept a — for squab pie.
- I fired a shot into a flock of birds and — flew to the winds, — eastward, — westward, but — remained within sight.
- Don't spend too —, you will spend — of it before you get back.
- Can you give away coal when you have —?

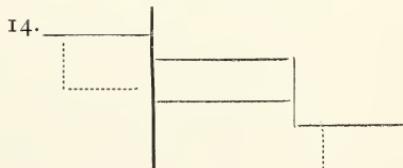
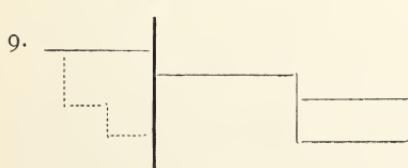
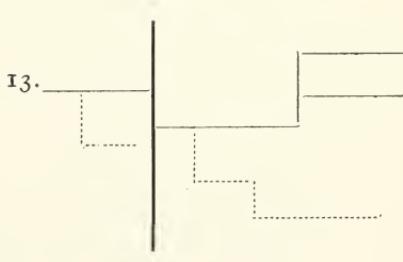
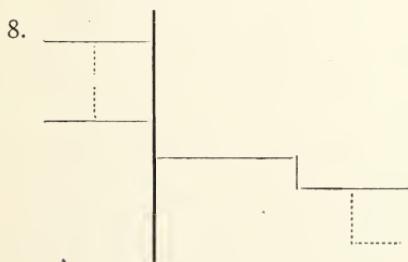
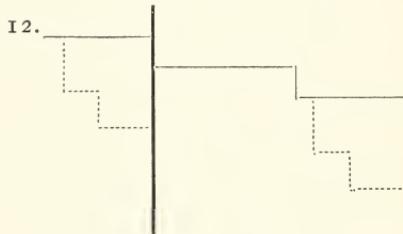
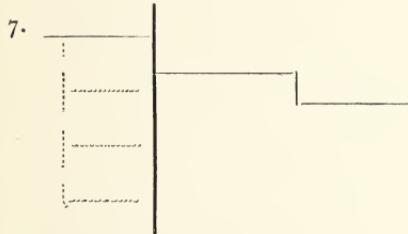
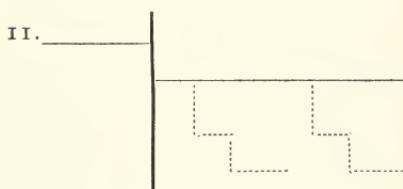
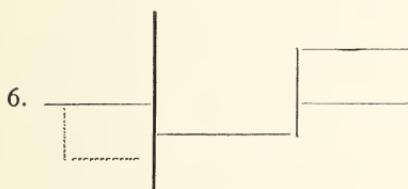
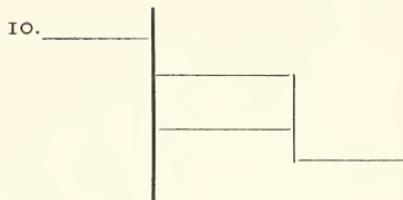
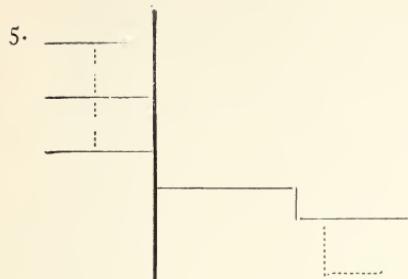
C. Construct a sentence for which the outline provides the proper graphic analysis:

Example:



Great forage crops grow on the plains of the West.





D. Name the adjectives, and classify them as descriptive, quantitative, demonstrative, or pronominal:

(See picture on opposite page.)

ARNIE BRADLEY

“Stay home, children, stay home; home-keeping hearts are happiest,” said Uncle Tim as he finished his story. He had been telling strange things about his old home in Briar Valley. His last story was about Arnie Bradley who lived at Tuttleton, sixty miles away.

Arnie Bradley was the only son of a very affectionate mother. He was in his ninth year and was bright and industrious. He was the idol of his parents; and among the boys, a little man—one whom playfellows are apt to reckon with. Arnie had found his ideal in another boy, Hiram Long, an athletic lad of sixteen, who repaid Arnie’s attentions with genuine fondness. The two became inseparable companions.

Vacation found the two chums whiling away their days at Mr. Long’s flour mill at Briar Valley. Arnie, after much coaxing, had secured his mother’s consent to spend his vacation in Hiram’s company. There was much to be seen in Briar Valley:—bushels of wheat sliding into a cylindrical shaft on one side of the machine, and a stream of pure white flour emerging from a slot on the other; the good-natured cattle, the restless barn-yard folk, the everlasting tunes of the merry woodland singers, the sweet fragrance of variegated blossoms—and those sugary berries!

A week had passed. Arnie was sitting on the bank of the brook watching the sportive little fishes when a voice called “Arnie!” He was sure it was his mother. He turned to answer. But there was nobody! His spirit fell. For the first time it came over him that his dear mother was not with him. In a panic he ran back to Hiram’s house, and up the stairs to his bedroom. But there was no mother. The four walls greeted him with a cold stare.

It was not until supper time that Hiram missed his little friend. He came upon Arnie seated on the top landing of the stairway, lost in deep thought, a far look in his eye,—an utterly homesick boy.



(40) Topic 43. THE CONJUNCTION: Coordinate. (120)

Observe:

- a. *The Italians export nuts and oils.*
- b. *They cultivate or raise both in abundance.*
- c. *Neither the Italians nor the Spaniards attend much to mining.*
- d. *Goods may be shipped on cars and on boats.*

Note that *nuts* and *oils*, sentence *a*, are the objects; each is independent of the other; *and* joins them.

Note that *cultivate* and *raise*, sentence *b*, are the predicates; each is independent of the other; *or* joins them.

Note that *Italians* and *Spaniards*, sentence *c*, are the subjects; each is independent of the other; *neither . . . nor* joins them.

Note that *on cars* and *on boats*, sentence *d*, are adverbial phrases, each independent of the other; *and* joins them.

Conjunctions that connect independent words or independent phrases are *coordinate conjunctions*.

Observe:

- e. *The sea is rough.*
- f. *The surf is boisterous.*
- g. *The sea is rough and the surf is boisterous.*
- h. *Give me liberty.*
- i. *Give me death.*
- j. *Give me liberty or give me death.*

Note that *e* and *f* are two independent sentences; that they may be connected with the coordinate conjunction *and*, thus forming sentence *g*. The two sentences thus united become the *clauses* of the new sentence. Note that *h* and *i* are two independent sentences; that they may be connected with the coordinate conjunction *or*, thus forming sentence *j*.

Conjunctions that connect independent clauses are *coordinate conjunctions*.

A conjunction is coordinate when it unites independent words, independent phrases, or independent clauses.

The words used most frequently as coordinate conjunctions are the compound conjunctions, and the following:

<i>and</i>	<i>or</i>	<i>still</i>	<i>otherwise</i>	<i>nevertheless</i>
<i>yet</i>	<i>nor</i>	<i>while</i>	<i>likewise</i>	<i>consequently</i>
<i>but</i>	<i>else</i>	<i>whereas</i>	<i>moreover</i>	<i>furthermore</i>
<i>also</i>	<i>hence</i>	<i>besides</i>	<i>therefore</i>	<i>accordingly</i>

A. Enlarge by adding to each a fitting statement immediately after the coordinate conjunction:

Example:

We must support our government, furthermore

We must support our government, furthermore we must give our life in its defense.

(Note the use of the comma.)

1. The switchman flashed the red light, and
2. We must sign the regular blank, otherwise
3. Douglas was certainly a popular candidate, yet
4. Crabs live in water and on land, therefore
5. Either the steamer is out of its course, or
6. The firemen checked the fire instantly, else
7. Listen my children, and
8. Each heart recalled a different name, but
9. The Malays are not an intelligent race, nor
10. We may know more than our parents, yet
11. Either that beggar is really poor, or
12. An innocent man was hanged to a tree, while
13. Pay your taxes in due time, or
14. The trunk lay in the baggage-room, but
15. We were fatigued from heavy marching, hence
16. Every nation is against war, nevertheless
17. Germany was well prepared for war, yet
18. The Allies united under one commander-in-chief, otherwise

(118) Topic 44. THE CONJUNCTION: Subordinate.

Observe:*We shall succeed if we try hard enough.***Note** that this sentence is made up of two distinct statements.**Note** that one of the statements is present only because the other is; *we try hard enough* is there because *We shall succeed* is there.Hence, the second of these two statements is subordinate to the first. One of the statements, *We shall succeed*, is the chief statement, or *chief clause*; the other, *we try hard enough*, is the subordinate statement, or the *subordinate clause*.**Note** that the two clauses are joined by *if*.The conjunction that unites the chief and subordinate clauses into one sentence is called a *subordinate conjunction*.**A conjunction is subordinate when it unites a chief clause with its subordinate clauses.**

The chief subordinate conjunctions are:

<i>if</i>	<i>when</i>	<i>for</i>	<i>until</i>	<i>except</i>
<i>as</i>	<i>where</i>	<i>lest</i>	<i>before</i>	<i>unless</i>
<i>so</i>	<i>while</i>	<i>that</i>	<i>though</i>	<i>because</i>
<i>till</i>	<i>since</i>	<i>after</i>	<i>although</i>	<i>provided</i>

(A few conjunctions ordinarily used as subordinate are at times used as coordinate conjunctions. The sense of the text will determine the classification.)

A. Distinguish the chief clause from the dependent clause, and name the subordinate conjunction:

1. We shall succeed because we try hard enough.
2. We shall not succeed until we have tried hard enough.
3. The earth must be a sphere, for men have sailed around it.
4. He is not a gentleman, though he may appear polite.
5. Answer when you are spoken to.

6. If it rains before seven, it will clear before eleven.
7. The hero died that his country might live.
8. England respected the colonies after they had shown their power.
9. Kane must have been lost in the Arctics, as he has never been found.
10. Train all your faculties while you are at school.

B. Reproduce in the inverted form the sentences in Exercise A.

Example:

We shall succeed if we try hard enough.

If we try hard enough, we shall succeed.

C. Complete the sentence by adding a subordinate clause to the chief clause here given:

11. We never miss the water until
12. You will never learn to swim unless
13. The streets are covered with tiny worms after
14. I detest that man's manner though
15. We have not had a severe winter since
16. A telegram was handed to me as
17. A good parent would sooner suffer than
18. This fever patient finally recovered although
19. The band played some spirited music before
20. High buildings must have firm foundations lest
21. Do not apply for working papers unless
22. Your brother may vote at the next election provided
23. Milk will certainly keep longer if
24. There never was a break between these friends till
25. All the avenues were not cleared immediately that
26. A line was fixed around the falling building lest
27. Foolish people lock the stable only after
28. Mr. Doyle's house was quarantined because
29. We cannot have our fishing excursion except
30. I always go skating when

D. Replace the dash by a suitable conjunction, coordinate or subordinate according to the suggestion in the parenthesis:

Examples:

Midas was not happy _____ (*co*) he was very rich.

Midas was not happy but he was very rich.

Midas was not happy _____ (*sub*) he was very rich.

Midas was not happy though he was very rich.

31. I would certainly be a Swiss _____ (*sub*) I were not an American.
32. _____ (*sub*) spring is without blossoms, autumn will be without fruit.
33. Spring is without blossoms _____ (*co*) autumn will be without fruit.
34. _____ (*sub*) the dog sees his master _____ (*sub*) he wags his tail in delight.
35. There is no plant life in the extreme north _____ (*sub*) the weather there is entirely too cold.
36. The dog no sooner sees his master _____ (*sub*) he wags his tail in delight.
37. The horse is of no use in the desert _____ (*sub*) his feet are not adapted to travelling there.
38. That tree is very old _____ (*co*) we cannot expect it to bear fruit much longer.
39. The farmer must fertilize the soil regularly _____ (*sub*) he expects to raise crops yearly.
40. Prune your vines _____ (*co*) they will grow with new vigor.
41. McKinley wanted peace _____ (*co*) he declared war against Spain.
42. The world had books _____ (*sub*) the printing-press was ever thought of.
43. _____ (*sub*) New England has much water-power, it is a great manufacturing region.
44. Lincoln was careful in little things _____ (*co*) he became master of great things.
45. We were obliged to camp out _____ (*sub*) there was no available shelter in the village.

Topic 45. THE RULES OF SYNTAX.

Observe:

<i>a. I cry.</i>	<i>b. We cry.</i>
<i>c. He cries.</i>	<i>d. They cry.</i>
<i>e. The baby cries.</i>	<i>f. The babies cry.</i>

Note that when the subject pronoun is the first person, singular or plural, as in sentences *a* and *b*, the verb is *cry*.

Note that when the subject pronoun is in the third person singular, as in sentence *c*, the verb is *cries*, but in the plural, sentence *d*, it is *cry*.

Note that when the subject noun is in the third person singular, sentence *e*, the verb is *cries*, but in the plural, sentence *f*, it is *cry*.

Hence, the verb accommodates itself to its subject in fixed ways, that is, it agrees with its subject in person and number.

SYNTAX RULE 1: A verb must agree with its subject noun or pronoun in person and number.

Observe:

- a. The poplar is a deciduous tree.*
- b. The maple is a deciduous tree.*
- c. The poplar and the maple are deciduous trees.*

Note that *poplar*, sentence *a*, is the subject word or nominative of the verb *is*; that *maple*, sentence *b*, is the subject word or nominative of the verb *is*; that *poplar* and *maple*, connected by *and*, sentence *c*, are the subject words or nominatives of the verb *are*.

Note that when the nominatives are connected by *and*, as in sentence *c*, the verb follows the plural form.

SYNTAX RULE 2: When a verb has two or more nominatives connected by *and*, it must agree with them in the plural number.

Observe:

- a. *The pine is no deciduous tree.*
- b. *The fir is no deciduous tree.*
- c. *Neither the pine nor the fir is a deciduous tree.*
- d. *Either the pine or the fir has been selected for planting.*

Note that when the nominatives are connected by *neither . . . nor*, as in sentence *c*, the verb follows the singular form; that when the nominatives are connected by *either . . . or*, as in sentence *d*, the verb follows the singular form.

SYNTAX RULE 3. When a verb has two or more singular nominatives connected by **or** or **nor**, it must agree with them in the singular number.

A. Quote the rule violated:

(Note the correct form.)

1. My books was covered.	<i>My books were covered.</i>
2. Honey and syrup is sweet.	<i>Honey and syrup are sweet.</i>
3. Gertrude and Mary has consented to help.	<i>Gertrude and Mary have consented to help.</i>
4. He don't know me.	<i>He doesn't know me.</i>
5. Either he or she are the guilty person.	<i>Either he or she is the guilty person.</i>
6. Swimming, rowing, and fishing was my pastime.	<i>Swimming, rowing, and fishing were my pastime.</i>
7. I and George is good friends.	<i>George and I are good friends.</i>
8. Mary or Jane were in the library.	<i>Mary or Jane was in the library.</i>
9. Has the boys come back already?	<i>Have the boys come back already?</i>
10. Is all the children well again?	<i>Are all the children well again?</i>

Observe:

- a. *I arrived at 8:00.*
- b. *He arrived at 8:15.*
- c. *She arrived at 8:30.*
- d. *We all arrived in time.*
- e. *Who was late?*
- f. *The musicians were late.*

Note that *I, he, she, we, who* are the subjects of their respective verbs; that the noun *musicians*, sentence *f*, is the subject of the verb *were*.

Note that each of these subjects is in the nominative case.

SYNTAX RULE 4: A noun or pronoun that is the subject of a verb must be in the nominative case.

Observe:

- a. *I, who am his son, am the guilty one.*
- b. *She, who has the keys, has kept me out.*
- c. *Take the wands that are nearest to you.*

Note that *who*, sentence *a*, is in the first person, singular number, masculine gender, because its antecedent, *I*, is of the first person, singular number, masculine gender.

Note that *who*, sentence *b*, is in the third person, singular number, feminine gender, because its antecedent, *she*, is of the third person, singular number, feminine gender.

Note that *that*, sentence *c*, is in the third person, plural number, neuter gender, because its antecedent, *wands*, is of the third person, plural number, neuter gender.

SYNTAX RULE 5: A pronoun must agree with the noun for which it stands in person, number, and gender.

Observe:

- a. *The horse and the dog are noted for their fidelity.*
- b. *Both he and I have paid our dues.*

Note that *horse* and *dog*, sentence *a*, are both singular; that the pronoun *their*, which stands for them, is plural.

Note that *he* and *I*, connected by *and*, sentence *b*, are both singular; that the pronoun *our*, which stands for them, is plural.

SYNTAX RULE 6: When a pronoun stands for two or more singular nouns connected by *and*, it must agree with them in the plural number.

B. Quote the rule violated:

(Note the correct form.)

11. He and me are great chums.	<i>He and I are great chums.</i>
12. You and your brother should do their homework.	<i>You and your brother should do your homework.</i>
13. Her and I live in the same apartment.	<i>She and I live in the same apartment.</i>
14. Come to me who is your real friend.	<i>Come to me who am your real friend.</i>
15. Let every one attend to their own business.	<i>Let every one attend to his own business.</i>
16. Go to those who is your real friends.	<i>Go to those who are your real friends.</i>
17. Us is only third cousins.	<i>We are only third cousins.</i>
18. Where's your books?	<i>Where are your books?</i>
19. The boys hasn't come yet.	<i>The boys haven't come yet.</i>
20. Her and I is the best writers in the class.	<i>She and I are the best writers in the class.</i>

Observe:

- a. *Neither Frank nor Charles has brought his books.*
- b. *A squirrel or a chipmunk has lost its young.*

Note that *Frank* and *Charles*, sentence *a*, are in the singular number, connected by *nor*, and that the pronoun *his*, which stands for them, is in the singular.

Note that *squirrel* and *chipmunk*, sentence *b*, are in the singular, connected by *or*, and that the pronoun *its*, which stands for them, is in the singular.

SYNTAX RULE 7: When a pronoun stands for two or more singular nouns connected by **or** or **nor**, it must agree with them in the singular number.

Observe:

- a. *He and I have a secret.*
- b. *It concerns him and me.*
- c. *Leave that secret between him and me.*

Note that in sentence *a*, *He* and *I* are in the nominative case, being the subject of the verb *have*.

Note that in sentence *b*, *him* and *me* are in the objective case, being the objects of the verb *concern*.

Note that *him* and *me*, sentence *c*, are in the objective case, not because they are the objects of the verb, for the object of *leave* is *secret*, but because they are placed after the preposition *between*. That is, *him* and *me* are governed by the preposition *between*.

SYNTAX RULE 8: A preposition governs the objective case.

C. Quote the rule violated:

(Note the correct form.)

21. Who is this for?	<i>For whom is this?</i>
22. One or the other must give up their seat.	<i>One or the other must give up his seat.</i>
23. Only two of us knows the secret..	<i>Only two of us know the secret.</i>
24. Coal and iron is always found near each other.	<i>Coal and iron are always found near each other.</i>
25. Either Jane or her sister have played the trick.	<i>Either Jane or her sister has played the trick.</i>
26. Who do you mean?	<i>Whom do you mean?</i>
27. Each had as much money as they wanted.	<i>Each had as much money as he wanted.</i>
28. Neither Blanche nor Rose are able to be there.	<i>Neither Blanche nor Rose is able to be there.</i>
29. Jim or John help their mother.	<i>Jim or John helps his mother.</i>
30. Who does this belong to?	<i>To whom does this belong ?</i>

D. Name the conjunctions, classify them as coordinate or subordinate, and tell what each connects.

(See picture on opposite page.)

THE CALL OF THE WILD

Examinations were over at Dickinson, and the proud college nine was giving the Carlisle Indians a farewell game on the Reservation Grounds. Lansing and Tyndall, both students at Dickinson, were seated with a small coterie under a sycamore, half intent on the game, but wholly engrossed in conversation.

“Well, what’s on for the summer?” broke in Lansing as he gave the conversation a sudden twist, “it’s all fixed for me; I’m booked on all the trunk lines to do the *Grand U. S.*.”

“I tramped the Rockies last year,” continued Tyndall, “with no companion other than a knapsack and a gun. I was ten years younger when I finished; and now every whiff of air beckons to me. It’s the lure of the land and the call of the wild.”

He sat musing a moment, then suddenly continued: “I was walking along a cattle path that led to Singerly on the slope of the Laramie Range when I suddenly found myself at the open door of a log cabin. Within was a man, eighty years old if a day, seated on a home-made chair, and about him, indifferently placed, was all he cared to own in this world. Shift this incident to the vicinity of any of your large cities, and you will see this man reach for his gun, flash a fire, his dog at my throat,—all in the twinkle of an eye. That’s nervousness! But not so with this placid dweller in the woods. As I faced him, he leisurely raised his eyes from his book and bade me welcome. His faithful terrier lay on the floor not the least disturbed at my appearance.

“I remained with the old gentleman a whole week. Let me say to you boys that here was an educated man who had schooled down his wants, one who understood and sincerely loved Nature; furthermore, one who after a day’s toil, delighted to open a book and browse on the beautiful thoughts of his fellow-man. His last words to me as I was leaving were: ‘Young man, live with Nature, and you will learn to commune with God.’”



SUPPLEMENTARY

E. Replace the underscored pronoun with the correct form, and quote the rule:

31. This is the boy whom I think found your book.

32. Who do you think I have seen?

33. I never knew such a good cook as her.

34. That tall man, him that stands by the window, was an athlete.

35. Who do you take me for?

36. That's something for you and he to guess.

37. The sun shines for both you and I.

38. Between you and I, John made a bad mistake.

39. If that had been her, we should never hear the end of it.

40. Charles and me never had a misunderstanding.

41. Us were friends all through school.

42. It wasn't me alone who did it; it was us altogether.

43. Nobody would ever think it was her.

44. Who does he mean? You and I.

45. We shall let you and she go first.

46. Nobody would ever think it was her.

47. No, he is not quite so tall as me.

48. Had I been him I should have done the same.

49. Let every one attend to their own business.

50. Each of the firemen received their pension monthly.

51. Truth and virtue have its own reward.

52. Paul and Mary have played her part well.

53. Neither the horse nor the dog seemed to remember their way home.

54. Either Roy or Clarence will favor us with their company.

55. Every man is accountable for the way they spend their time.

56. Are you sure it's him?

57. If I was her, you would apologize.

58. Minnie brought some cake for you and I.

59. Bert and me got there on time.

60. Them done real good.

(59) Topic 46. WORD STUDY: THE PREFIX.

Observe:

a. postpone b. posterity

Note that *postpone* means *put off* or *after*; that *posterity* means *those coming after*; hence, the prefix *post* means *after*.

A. Tell the meaning:

(Consult the dictionary if necessary.)

1. postscript 2. postmeridian 3. posterior

Observe:

a. survive b. surrender

Note that *survive* means *to live beyond* or *over* a said event; that *surrender* means *to give over*; hence, that the prefix *sur* means *over*.

B. Tell the meaning:

(Consult the dictionary if necessary.)

4. survey 5. surface 6. surprise

Observe:

a. adhesive b. adjacent

Note that *adhesive* means *sticking to*; that *adjacent* means *thrown close to*; hence, that the prefix *ad* means *to*.

C. Tell the meaning:

(Consult the dictionary if necessary.)

7. address 8. advance 9. adhere

Observe:

a. deport b. deciduous

Note that *deport* means *off* or *from the port*; that *deciduous* means *falling off*; hence, that the prefix *de* means *from* or *off*.

D. Tell the meaning:

(Consult the dictionary if necessary.)

10. deform 11. dethrone 12. decay

E. Tell the meaning of the word:

(Note the prefix and its meaning. Consult the dictionary if necessary.)

13. postdate	25. adjutant	37. depose
14. surplus	26. surmount	38. postlude
15. adjoin	27. deficit	39. adjunct
16. denounce	28. surpass	40. deface
17. addition	29. adjective	41. administer
18. postern	30. posterior	42. surtax
19. depose	31. depart	43. admittance
20. adduce	32. advertise	44. surname
21. defraud	33. adjourn	45. adjudge
22. postfix	34. surfeit	46. decrease
23. adapt	35. adequate	47. adverb
24. degrade	36. advent	48. desist

(61) Topic 47. WORD STUDY: THE SUFFIX.

Observe:

a. Masculine *b. canine*

Note that *masculine* means *male-like* or *man-like*; that *canine* means *dog-like*; hence, the suffix *ine* means *like*.

A. Tell the meaning:

(Consult the dictionary if necessary.)

1. feminine 2. serpentine 3. adamantine

Observe:

a. national *b. autumnal*

Note that *national* means *pertaining to a nation*; that *autumnal* means *pertaining to autumn*; hence, the suffix *al* means *pertaining to* or *like*.

B. Tell the meaning:

(Consult the dictionary if necessary.)

4. natural 5. nautical 6. parental

Observe:

a. interment b. arrangement

Note that *interment* means the *act of interring*; that *arrangement* means the *act of arranging*; hence, the suffix *ment* means *act of*.

C. Tell the meaning:

(Consult the dictionary if necessary.)

7. judgment 8. inducement 9. payment

Observe:

a. colonize b. fertilize

Note that *colonize* means *to make a colony*; that *fertilize* means *to make fertile*; hence, that the suffix *ize* means *to make*.

D. Tell the meaning:

(Consult the dictionary if necessary.)

10. harmonize 11. civilize 12. crystallize

Observe:

a. sculpture b. capture

Note that *sculpture* means the *art of carving*; that *capture* means the *act of taking*; hence, the suffix *ture* means *art of* or *act of*.

E. Tell the meaning:

(Consult the dictionary if necessary.)

13. fracture 14. adventure 15. architecture

F. Tell the meaning of the word:

(Note the suffix and its meaning. Consult the dictionary.)

16. saline	24. amusement	32. slanderize
17. neutral	25. culture	33. infringement
18. enjoyment	26. crystallize	34. terrorize
19. manufacture	27. maternal	35. jeopardize
20. verdure	28. management	36. contentment
21. dentine	29. patronize	37. cauterize
22. mortal	30. scripture	38. eternal
23. analyze	31. fraternize	39. external

(63) Topic 48. WORD STUDY: THE STEM.

Observe:

a. factory b. benefactor

Note that *factory* means a *place where things are made*; that *benefactor* means *one who does good to another*; hence, the stem *fac* (from the Latin *facere*) means *to make or to do*.

A. Tell the meaning:

(Consult the dictionary if necessary.)

1. fact 2. faculty 3. malefactor

Observe:

a. opposite b. opponent

Note that *opposite* means *place over against*; that *opponent* means *one who is placed against*, hence, the stem *pos* or *pon* (from the Latin *ponere*) means *place*.

B. Tell the meaning:

(Consult the dictionary if necessary.)

4. position 5. opposite 6. posture

Observe:

a. regular b. correct

Note that *regular* means *according to rule*; that *correct* means *according to rule*; hence, the stem *reg* or *rec* (from the Latin *regere*) means *rule*.

C. Tell the meaning:

(Consult the dictionary if necessary.)

7. irregular 8. rectify 9. direct

Observe:

a. preserve b. observe

Note that *preserve* means *to keep*; that *observe* means *to keep attention to*; hence, the stem *serv* (from the Latin *servare*) means *keep or take heed*.

D. Tell the meaning:

(Consult the dictionary if necessary.)

10. *reserve*11. *conservatory*12. *observatory***Observe:**a. *precede*b. *intercede*

Note that *precede* means *to go ahead*; that *intercede* means *to go between*; hence, that the stem *ced* (from the Latin *cedere*) means *to move or to go*.

E. Tell the meaning:

(Consult the dictionary if necessary.)

13. *recede*14. *proceeds*15. *excess***F. Tell the meaning:**

(Note the stem and its meaning. Consult the dictionary if necessary.)

16. *faction*23. *repose*30. *expose*17. *pose*24. *rector*31. *regulation*18. *correct*25. *servant*32. *service*19. *conserve*26. *precede*33. *recede*20. *exceed*27. *director*34. *subserve*21. *postpone*28. *reservoir*35. *accede*22. *factor*29. *concede*36. *manufacture*

(72) Topic 49. INTERPRETATION and APPRECIATION.

PAST AND PRESENT

I remember, I remember
 The house where I was born,
 The little window where the sun
 Came peeping in at morn;
 He never came a wink too soon
 Nor brought too long a day;
 But now, I often wish the night
 Had borne my breath away:

I remember, I remember
 The roses, red and white,
 The violets, and the lily-cups—
 Those flowers made of light!
 The lilacs where the robins built,
 And where my brother set
 The laburnum on his birthday,—
 The tree is living yet!

I remember, I remember
 Where I was used to swing,
 And thought the air must rush as fresh
 To swallows on the wing;
 My spirit flew in feathers then
 That is so heavy now,
 And summer pools could hardly cool
 The fever on my brow.

I remember, I remember
 The fir trees dark and high;
 I used to think their slender tops
 Were close against the sky:
 It was a childish ignorance,
 But now 'tis little joy
 To know I'm farther off from Heaven
 Than when I was a boy.

—T. Hood.

1. Whose experience is related in this poem?
2. Which does this person prefer—the past or the present?
3. In what part of the house is “*the little window*” mentioned in the third line?
4. What is the case of *window*, *house*, *sun*? Explain your answer.
5. Who is *He* in the fifth line? Why say *He*?
6. What wish does the poet express in the seventh and eighth lines? What would happen if he had his wish?
7. What flowers does the poet recall? To which flowers does he refer in the twelfth line? Could he not mean violets also? If there were no light anywhere, what would you say of the color of these flowers?
8. What is a laburnum? What is the case of this word? What is its verb?
9. What kind of sentence is the sixteenth line?
10. What are *swallows on the wing*? When do we say birds are perching?
11. Say *My spirit flew in feathers then* in your own words.
12. What is meant by *then*, twenty-first line?
13. What is the antecedent of *that*, twenty-second line?
14. To which do lines twenty-three and twenty-four refer—to the poet’s present or his past?
15. What color are fir-trees? What is meant by *slender tops*?
16. What does Hood mean by the last three lines? Compare them with these lines:

“Where there’s nor wo nor pain,
Where the soul’s free from stain—
There’s Heaven.”

Topic 50. MODIFIERS.

Replace each short blank by a single word modifier, and each long blank by a suitable phrase modifier:

Example:

— parts — contain — deposits —.

Some parts of Russia contain mineral deposits of great value.

1. — Finns — were — fishermen and exporters —.
2. — war has — changed — boundaries —.
3. — soil — is — fertile and — worked.
4. — grapes and raisins have — been raised —.
5. — — city — is — capital —?
6. Trieste — has been annexed —.
7. — Magyars are — numerous —.
8. — — railway connects Vienna —?
9. — Turks have — been expelled —.
10. Constantinople is — — capital —.
11. — Isthmus — connects Asia —.
12. — climate — resembles that —.
13. — Ohio River overflows — banks —.
14. Electricity is — replacing — lights —.
15. — engineers must be licensed —.
16. — one — seemed interested —.
17. — wireman strung — — line —.
18. Leave — — mail —.
19. — letters should — be sent —.
20. Who — — would injure — — annual?
21. — — — money was — divided —.
22. You may — buy — — coal —.
23. Lions and tigers — spring —.
24. — people — export — cork.
25. — — capitals — are — and — towns.

(134) Topic 51. WORD STUDY: Kindred Words.

Observe:

<i>a. attend</i>	<i>attentive</i>	<i>attention</i>	<i>attentively</i>
<i>b. differ</i>	<i>different</i>	<i>difference</i>	<i>differently</i>

Note that *attend*, *attentive*, *attention*, *attentively* have the same stem, *tend* (*tent* or *tens*). Note that *differ*, *different*, *difference*, *differently* have the same stem, *fer*. Words having the same stem belong to the same family and are called *kindred words*.

Kindred words may differ as to part of speech; this difference is sometimes seen in the suffix: thus, *attend* and *differ* are used as verbs; *attentive* and *different* as adjectives; *attention* and *difference* as nouns; *attentively* and *differently* as adverbs.

A. Name a kindred noun:

(Consult your dictionary if necessary.)

Examples:

<i>excellent</i>	<i>excellence</i>	<i>ignorant</i>	<i>ignorance</i>
1. courageous		11. heroic	
2. beautiful		12. fragrant	
3. sensible		13. honorable	
4. patriotic		14. lovable	
5. interesting		15. curious	
6. difficult		16. aged	
7. industrious		17. famous	
8. comfortable		18. youthful	
9. diligent		19. special	
10. intelligent		20. honest	

B. Construct sentences, using the words in Exercise A—one illustrating the adjective, the other the noun.

Example:

All barbarous nations are ignorant. Ignorance is a serious evil.

C. Name a kindred adjective:
(Consult your dictionary if necessary.)

Examples:

humility *humble*

diligence *diligent*

21. pride	31. bravery
22. height	32. stupidity
23. circle	33. reality
24. vanity	34. rapidity
25. length	35. thickness
26. width	36. taste
27. depth	37. novelty
28. breadth	38. brightness
29. pluck	39. harmful
30. ease	40. affection

D. Using the words in Exercise C, construct sentences as in Exercise B.

E. Name a kindred verb:
(Consult your dictionary if necessary.)

Examples:

harmony *harmonize*

vacancy *vacate*

41. flight	51. extraction
42. bath	52. narration
43. thanks	53. salutation
44. shot	54. insurance
45. speech	55. forgiveness
46. loan	56. transaction
47. haste	57. payment
48. gift	58. freedom
49. passage	59. attention
50. dinner	60. disturbance

F. Using the words in Exercise E, construct sentences as in Exercise B.

G. Name a kindred noun:

(Consult your dictionary if necessary.)

61. hate	71. scandalize
62. tell	72. annoy
63. widen	73. manage
64. deepen	74. satisfy
65. lengthen	75. circulate
66. rebel	76. permit
67. sing	77. omit
68. strike	78. prohibit
69. ride	79. depart
70. sicken	80. advance

H. Using the words in Exercise G, construct sentences as in Exercise B.

I. Name a kindred adverb:

(Consult your dictionary if necessary.)

Examples:

horrible *horribly* clumsy *clumsily*

81. nice	91. pleasant
82. kind	92. cheerful
83. true	93. intense
84. safe	94. thorough
85. gentle	95. happy
86. real	96. generous
87. rare	97. merciful
88. clever	98. graceful
89. merry	99. plentiful
90. polite	100. personal

J. Using the words in Exercise I, construct sentences as in Exercise B.

K. Name a kindred adjective:

(Consult your dictionary if necessary.)

101. cruelly	111. worthily
102. angrily	112. courteously
103. ardently	113. cunningly
104. fluently	114. honorably
105. heartily	115. personally
106. easily	116. internally
107. acutely	117. externally
108. singly	118. eternally
109. doubly	119. eventually
110. greedily	120. extremely

L. Using the words in Exercise K, construct sentences as in Exercise B.

SUPPLEMENTARY

M. Replace the dashes by kindred words:

(Consult your dictionary if necessary.)

	NOUN	VERB	ADJECTIVE	ADVERB
121.	fool	—	—	—
122.	—	continue	—	—
123.	—	—	free	—
124.	—	—	—	comfortably
125.	usage	—	—	—
126.	—	complete	—	—
127.	—	—	frequent	—
128.	—	—	—	dangerously
129.	nature	—	—	—
130.	—	falsify	—	—

(6) Topic 52. THE VERB: Proper Form.

A. Replace the dash with the proper form of the verb given in parenthesis:

(begin)

1. The time was up, and I had only —— my work.
2. Everybody —— to ask the messenger for news.
3. The Duero and the Tagus —— in Spain.

(blow)

4. Every flag of the town was —— from its staff.
5. Gentle breezes —— over entire southern Italy.
6. Three times the bugler —— a shrill reveille.

(break)

7. During the explosion our plate-glass windows were ——.
8. One batter after the other —— his bat.
9. Things that are fragile —— easily.

(choose)

10. We got together and —— two names.
11. —— the calling for which you have real talent.
12. Colby was —— to take the place of Lansing.

(come)

13. That beggar —— back to thank us for our hospitality.
14. Death often —— when it is least expected.
15. We shall arrange our trip after you have ——.

(go)

16. Have you ever —— to the Bermudas in winter?
17. I —— there once, and shall —— again next winter.
18. All our summer birds —— south for the winter.

(do)

19. I had —— all my chores before I —— my homework.
20. You have —— all you were expected to ——.
21. You asked who —— it, and I said I ——.

(eat)

22. Children of good manners always _____ politely.
 23. We _____ without question what was put before us.
 24. They _____ all they could _____ at the time.

(freeze)

25. My young rabbits _____ to death last night.
 26. Our two lakes _____ thoroughly in any severe weather.
 27. The Gulf may _____ but it has never _____ so far.

(rise)

28. How the flood had _____ puzzled the farmers.
 29. Tides _____ and fall at regular intervals.
 30. At college the boys _____ at six o'clock.

(see)

31. On my ocean trip I _____ a petrel in the water.
 32. Some passengers _____ them on every trip.
 33. I _____ them once, Nicholas had _____ them often.

(take)

34. You should have _____ your umbrella; I _____ mine
 35. Whenever the boys feel moody they _____ a brisk walk.
 36. Alfred _____ piano lessons, his sisters _____ singing lessons.

(speak)

37. _____ when you are _____ to.
 38. The Italian people _____ many dialects.
 39. English is _____ in every important city.

(drink)

40. Cats _____ their milk by lapping it up.
 41. At the Spa I _____ a quart of mineral water every morning.
 42. When they had _____ cocoa they felt refreshed.

(throw)

43. The fielder _____ the ball to the home plate.
 44. He should have _____ it to third base.
 45. _____ the ball to first base.

DEFINITIONS

A **sentence** is a group of words so arranged as to make sense.

A sentence is **declarative** when it makes a statement.

A sentence is **interrogative** when it asks a question.

A sentence is **imperative** when it expresses a command or request.

A word is a **noun** when it is used as the name of something.

A noun is **common** when it is used as a general name.

A noun is **proper** when it is used as a special name.

A word is a **pronoun** when it is used instead of a noun.

A pronoun is **personal** when it denotes the speaker, the person spoken to, or the person or thing spoken of.

A pronoun is **relative** when it replaces its antecedent and unites the different clauses of a sentence.

A pronoun is **interrogative** when it is used in asking a question.

Person is that form or use of the noun or pronoun which denotes: (1) the person as speaking, (2) the person or thing as spoken to, or (3) the person or thing as spoken of.

Number is that form or use of the noun or pronoun which denotes one or more than one.

Gender is that form or use of the noun or pronoun which denotes sex.

Case is that form or use of the noun or pronoun which denotes its relation to other parts of the sentence.

A word is a **verb** when it is used to show action or being.

A word is an **adjective** when it is used to modify the meaning of a noun or pronoun.

An adjective is **descriptive** when it is used to describe.

An adjective is **quantitative** when it refers to number or quantity.

An adjective is **demonstrative** when it is used to point out.

An adjective is **interrogative** when it is used in asking a question.

An adjective is **pronominal** when it is used to stand for a noun.

Comparison is the variation of the adjective to express quantity or quality in different degrees.

A word is an **adverb** when it is used to modify the meaning of a verb, an adjective, or another adverb.

A word is a **preposition** when it is used before a noun or pronoun to show position or direction.

A word is a **conjunction** when it is used to connect sentences or corresponding parts of the same sentence.

A conjunction is **coordinate** when it unites independent words, independent phrases, or independent clauses.

A conjunction is **subordinate** when it unites a chief clause with its subordinate clause.

A word is an **interjection** when it is used merely to express a strong feeling.

A group of words is a **phrase** when it contains neither subject nor predicate, and is equivalent to a single part of speech.

A phrase is **adjective** when it modifies a noun or pronoun.

A phrase is **adverbial** when it modifies a verb or an adjective.

A phrase is **compound** when it consists of two or more phrases connected by a conjunction.

A phrase is **complex** when it consists of a chief phrase and one or more subordinate phrases.

SYNTAX

Rule 1. A verb must agree with its subject noun or pronoun in person and number.

Rule 2. When a verb has two or more nominatives connected by *and*, it must agree with them in the plural number.

Rule 3. When a verb has two or more single nominatives connected by *or* or *nor*, it must agree with them in the singular number.

Rule 4. A noun or pronoun that is the subject of a verb must be in the nominative case.

Rule 5. A pronoun must agree with the noun for which it stands in person, number, and gender.

Rule 6. When a pronoun stands for two or more singular nouns connected by *and*, it must agree with them in the plural number.

Rule 7. When a pronoun stands for two or more singular nouns connected by *or* or *nor*, it must agree with them in the singular number.

Rule 8. A preposition governs the objective case.

WORD RULES

1. A noun usually forms its plural by adding **s** to the singular.
2. A noun ending in **s**, **x**, **z**, **sh**, or **ch** (soft) forms its plural by adding **es** to the singular.
3. A noun ending in **y** preceded by a consonant forms its plural by changing **y** to **i** and adding **es**.
4. A noun ending in **f** or **fe** forms its plural by changing the ending into **v** and adding **es**.
5. A noun ending in **o** preceded by a consonant forms its plural by adding **es**.
6. A noun (singular or plural) not ending in **s** forms its possessive by adding an apostrophe and **s**.
7. A noun (singular or plural) ending in **s** forms its possessive by adding an apostrophe.
8. A word of one syllable ending in a single consonant preceded by a single vowel doubles that consonant before adding a suffix beginning with a vowel.
9. A word of more than one syllable accented on the last syllable ending in a single consonant preceded by a single vowel doubles the final consonant before a suffix beginning with a vowel.
10. A word ending in silent **e** retains the **e** before a suffix beginning with a consonant, and drops the **e** before a suffix beginning with a vowel.
11. A word ending in **y** preceded by a consonant changes **y** to **i** before a suffix other than **ing**; words ending in **y** preceded by a vowel retain the **y**.

CAPITALIZATION

Rule 1. Begin with capitals the names of the days of the week, the months of the year, the holidays, holy days, and great events.

Rule 2. Begin with a capital the first word of every sentence.

Rule 3. Begin with a capital the first word of every line of poetry.

Rule 4. Begin with a capital all names of persons and places, and the words formed from them.

Rule 5. Write the words *I* and *O* as capitals.

Rule 6. Begin with a capital every quotation.

Rule 7. Begin with a capital every name and title of the Deity.

Rule 8. Begin with a capital every title of honor and respect.

Rule 9. Begin with a capital the important words in the title of a book, or in the subject of any other composition.

Rule 10. Begin with a capital the first word in the salutation of a letter and the first word in the closing of a letter.

Rule 11. Begin with a capital the words *North*, *South*, *East*, and *West* when they stand for sections of a country.

PUNCTUATION

Rule 1. A **period** is used after every declarative and every imperative sentence.

Rule 2. A **period** is used after every abbreviation.

Rule 3. A **hyphen** is used when the word is broken at the end of a line.

Rule 4. A **question-mark** is used at the end of every interrogative sentence.

Rule 5. **Quotation-marks** are used to enclose words given exactly as written or spoken by some other person.

Rule 6. An **apostrophe** is used to show the omission of one or more letters.

Rule 7. An **apostrophe** is used in a noun to show that it expresses ownership.

Rule 8. An **exclamation-mark** is used after a word, or group of words, expressing strong feeling.

Rule 9. A **comma** is used to set off the name of a person addressed.

Rule 10. A **comma** is used to separate the words of a series and the distinct parts of the same sentence.

Rule 11. **Commas** are used to separate the parts of a sentence inserted for explanation.

Rule 12. **Commas** are used to separate the parts of a broken quotation from the rest of the sentence.

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